

Michigan Commission on Law Enforcement Standards



Basic Training Curriculum and Training Objectives

2010

Basic Training Module Specifications

<u>Functional Area:</u>	III. Detention and Prosecution
<u>Subject Area:</u>	A. Receiving and Booking Process
<u>Module Title:</u>	1. SEARCHING AND FINGERPRINTING PRISONERS
<u>Hours:</u>	4

Notes to Instructor:

Students should understand that specific evidence and property procedures may vary between different law enforcement agencies in the state.

Actual hands-on skills of custodial searches will be covered in the Mechanics of Search and Arrest section.

Instructors should emphasize the proper care of equipment and the importance of taking acceptable fingerprints and palmprints during this block of instruction.

Trainees should be able to identify unacceptable fingerprints and palmprints

Module Objectives start on next page:

III.A.1.1. Conduct a Custodial Search.

- a. Requests prisoner to remove all personal property.
- b. Searches prisoner systematically, removing all property (e.g., belt, money, jewelry, contraband, etc.).
- c. Observes restrictions when conducting strip searches of person arrested for a misdemeanor or an offense punishable by civil fine (MCL 764.25a):
 - (1) arrested person is lodged by court order or there is reasonable cause to believe that a weapon, controlled substance or evidence is concealed;
 - (2) the search is authorized in writing by the chief law enforcement officer of the agency;
 - (3) search is conducted by person of the same sex, without observation except by an assistant of the same sex;
 - (4) a report on the search is written as prescribed.
- d. Observes restrictions when conducting a body cavity search (physical intrusions) of the stomach, rectal cavity or vagina (MCL 764.25b):
 - (1) searches only with a warrant except when prisoner is serving a sentence for a criminal offense;
 - (2) search is only performed by a physician, physician's assistant or licensed nurse (LPN or RN);
 - (3) report is prepared by the law enforcement officer executing the warrant as prescribed.
- e. Inventories prisoner's personal property following departmental procedures (e.g., counts all money in prisoner's possession, lists all property on inventory sheet, requests prisoner to verify inventory list, stores prisoner's property).
- f. Seizes evidence discovered during the custodial search including weapons, contraband, and fruits of a crime.
- g. Documents the articles seized during the custodial search to preserve the chain of evidence (e.g., tags evidence, writes report, initials evidence, etc.).
- h. Delivers evidence to the proper authorities for further processing (e.g., crime lab, arresting officer, etc.) ensuring that the chain of evidence is preserved.

III.A.1.2. Demonstrate an Understanding of the Purpose and Value of Taking Acceptable Fingerprint and Palmprint Impressions.

- a. Defines a fingerprint as an impression of the friction ridge of all or any part of the finger, where the ridge consists of unique flow, characteristic, and structure, and includes one of the following general patterns:
 - (1) arch;
 - (2) loop; or
 - (3) whorl.
- b. Defines palmprint as an impression of the friction ridge skin area on the side and underside of the hand.
- c. Distinguishes among:
 - (1) latent prints;
 - (2) inked prints; and
 - (3) scanned prints.
- d. Identifies relevant statutes that pertain to taking fingerprints, including:
 - (1) fingerprint procedures (MCL 28.243), upon arresting a suspect for:
 - (a) felonies;
 - (b) 93-day misdemeanors;
 - (c) violations of foreign or personal protection orders; or
 - (d) 93-day juvenile misdemeanors;
 - (2) refusal to submit to fingerprinting (MCL 28.243a);
 - (3) non-criminal identification purposes (MCL 28.248), and
 - (4) dissemination of criminal history information (MCL 28.242a, added and effective February 1, 2006).
- e. Evaluates how local agency or county sheriff's policies and procedures, or departmental standard operating procedures, affect the taking of fingerprints and palmprints.
- f. Identifies the value of taking acceptable fingerprints and palmprints so as to:
 - (1) initiate an official criminal justice record on a suspect;
 - (2) help to solve open crimes;
 - (3) identify criminals;
 - (5) assist in conducting background investigations; and
 - (6) assist with homeland security efforts.
- g. Recognizes that forensic laboratories are dependent on acceptable and usable fingerprints and palmprints to work effectively.

III.A.1.3. Demonstrate an Understanding of the Methods Used to Obtain Fingerprints and Palmprints.

- a. Explains the ink and roll procedure for fingerprinting and palmprinting:
 - (1) understands the ink and roll method is becoming outdated and can be difficult to do, requiring expertise on the part of the officer;
 - (2) recognizes officer safety procedures when fingerprinting and palmprinting prisoners, such as:
 - (a) eliminating weapons from the printing area;
 - (b) printing from behind or from the side of the prisoner;
 - (c) being aware of uncooperative prisoners; and
 - (d) explaining the printing procedures to the prisoner;
 - (3) rolls the ink onto the plate with the appropriate thickness; and
 - (4) rolls fingerprints onto the proper space on the fingerprint card.
- b. Explains the inkpad procedure for fingerprinting and palmprinting:
 - (1) considers officer safety when taking prints of prisoners;
 - (2) rolls prints nail to nail and 4-finger slap (plain);
 - (3) understands that the inkpad produces the exact amount of ink so as to eliminate smearing and “inking”;
 - (4) recognizes that the inkpad is easier to use than the ink and roll method; and
 - (5) uses fingerprint cards RI-7 or RI-8 and FSD-24 palmprint card.
- c. Explains the live scan electronic instrument for fingerprinting and palmprinting:
 - (1) describes the live scan as the latest technology, which is an effective tool that can quickly identify a known criminal through AFIS;
 - (2) recognizes that the live scan consists of the following basic components:
 - (a) computer monitor;
 - (b) fingerprint plate;
 - (c) optical scanner;
 - (d) keyboard; and
 - (e) printer.
 - (3) recognizes that the live scan has the capability to electronically transmit fingerprints to MSP’s Criminal Justice Information Center (CJIC) and to the Automated Fingerprint Identification System (AFIS);
 - (4) considers that, through AFIS, the live scan technology can begin building a record at the time of arrest;
 - (5) observes that the live scan has the capability to search the following databases:
 - (a) Michigan criminal database;
 - (b) unsolved crimes database; and
 - (c) FBI criminal database.
 - (6) recognizes the importance of waiting for, and to examine, the response from AFIS.

III.A.1.4. Take Fingerprints and Palmpints During a Classroom Practical Exercise.

- a. Takes fingerprints and palmprints using one of the following methods:
 - (1) ink and roll;
 - (2) inkpad; or
 - (3) live scan.
- b. Completes the fingerprint and palmprint card by ensuring:
 - (1) all requested information is on the card;
 - (2) the person's identifying information is complete;
 - (3) the appropriate signatures are affixed.
- c. Sends or transmits completed fingerprints and palmprints to proper authority.

Module History

Revised	1/05
Revised	4/06

Basic Training Module Specifications

<u>Functional Area:</u>	III. Detention and Prosecution
<u>Subject Area:</u>	A. Receiving and Booking Process
<u>Module Title:</u>	2. PRISONER CARE AND TREATMENT
<u>Hours:</u>	2

Notes to Instructor:

Acquaint trainees with what to expect in a hospital setting.

Discuss civil liability regarding failure to properly handle an injured prisoner.

Module Objectives:

- III.A.2.1. Provide Proper Care and Treatment to Prisoners.
 - a. Provides proper care and treatment to a prisoner, including:
 - (1) a safe living environment;
 - (2) protection from physical harm from self and others;
 - (3) essential needs (e.g., food, shelter, etc.)
 - b. Observes and supervises prisoners to prevent injury or death.
 - c. Monitors prisoner for foreseeable signs of suicide:
 - (1) social withdrawal,
 - (2) apathy,
 - (3) crying,
 - (4) depression,
 - (5) statements to officers or inmates,
 - (6) changes in behavior,
 - (7) alcohol or drug intoxication,
 - (8) combination of above factors.

III.A.2.1. Provide Proper Care and Treatment to Prisoners. (continued)

- d. Intervenes prior to a suicide attempt when warning signs are observed.
 - (1) takes charge of the situation:
 - (a) gives prisoner clear commands;
 - (b) attempts to find out how the suicide is planned;
 - (c) determines the lethality level of the plan (e.g., wrist cutting, gun, hanging);
 - (d) determines if the means to carry out the plan are available.
 - (2) reduces any immediate danger;
 - (3) stays with prisoner;
 - (4) communicates concern for the prisoner's welfare;
 - (5) communicates an intent to stop the suicide attempt;
 - (6) listens attentively;
 - (7) accepts what is being said without challenging;
 - (8) reassures prisoner;
 - (9) refers prisoner for guidance and assistance;
 - (10) reports observations to supervisor, co-workers and relief.
- e. Intervenes when a suicide has been attempted.
 - (1) renders necessary first aid regardless of appearances (only a medical authority can pronounce death);
 - (2) obtains necessary medical assistance immediately;
 - (3) refers prisoner to guidance and assistance.
- f. Records all suicides and suicide attempts by making a written report which is factual, clear and concise.
 - (1) all parties involved should write reports;
 - (2) an assumption should be made that all reports will be used in legal proceedings.

III.A.2.2. Investigate Injuries to Prisoners.

- a. Determines the nature of the injury and how and when the prisoner was injured (e.g., whether the injury was self-inflicted, inflicted by an officer, due to an auto accident, etc.) by:
 - (1) physically checking the prisoner,
 - (2) asking the injured prisoner or other prisoners,
 - (3) requesting medical assistance to determine the extent of the injury.
- b. Secures evidence pertaining to injury of the prisoner.
- c. Requests medical assistance for injured prisoners, if necessary.
- d. Records information concerning the prisoner's injury (e.g., a description of the injury, whether treatment was obtained or refused, any other pertinent information) on the appropriate form (e.g., prosecution report, incident report, etc.).

III.A.2.3. Guard Prisoners Detained Outside of a Jail.

- a. Reviews information concerning the prisoner (e.g., charge, criminal history, mental state, physical and medical condition).
- b. Uses proper restraining devices when guarding the prisoner (e.g., uses handcuffs or other device according to department policy).
- c. Guards prisoners detained outside jail to prevent prisoners from escaping and ensure officer and prisoner safety by:
 - (1) periodically checking restraining devices to ensure they are secure,
 - (2) allowing only authorized personnel physical contact with prisoner,
 - (3) maintaining visual contact with prisoner, and
 - (4) removing restraints only when necessary and when security can be maintained,
 - (5) verifying the identity of the relief officer.
- d. Communicates pertinent information concerning the prisoner to the relief officer.

III.A.2.4. Advise Adult Defendant or Family Regarding an Arrest/Detention.

- a. Advises adult defendant or family of relevant facts related to an arrest and/or detention:
 - (1) nature of the offense;
 - (2) charge(s) against the subject;
 - (3) time, location and type of legal proceeding; and,
 - (4) defendant's right to counsel.
- b. Discusses only necessary information to avoid prejudicing the case.

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: B. Case Prosecution

Module Title: 1. WARRANT PREPARATION

Hours: 1

Notes to Instructor:

Module Objectives:

III.B.1.1. Identify Proper Court For Case Prosecution.

- a. Considers the type of offense, location of the crime, and age of the offender in choosing the proper court in which the case is likely to be prosecuted.

III.B.1.2. Prepare Request for Warrant Authorization.

- a. Prepares request for warrant by including all relevant information:
 - (1) the offense and citation;
 - (2) the name of the suspect;
 - (3) the elements of the offense in the context in which they occurred;
 - (4) the location of the offense (venue);
 - (5) the name of the victim;
 - (6) the date and time of the offense.
- b. Reviews completed request for completeness and accuracy.

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: B. Case Prosecution

Module Title: 2. WARRANT REQUEST AND ARRAIGNMENT

Hours: 2

Notes to Instructor:

Module Objectives:

III.B.2.1. Confer With Prosecutor or City Attorney Regarding Warrant Authorization.

- a. Obtains knowledge about prosecutor's or city attorney's policy and procedure concerning warrants by:
 - (1) reviewing written policy, or
 - (2) informally communicating with prosecutor or city attorney.
- b. Discusses warrant authorization with prosecutor or city attorney, providing evidence that crime was committed and that there is reason to believe that the suspect committed the specific offense.
- c. Requests prosecutor or city attorney to issue warrant based on facts in police report.
- d. Controls emotions and is willing to accept prosecutor's decision.

III.B.2.2. Review Warrants For Completeness and Accuracy.

- a. Reviews completed warrant document verifying that information is accurate and complete including:
 - (1) spelling,
 - (2) word usage,
 - (3) citation numbers,
 - (4) locations,
 - (5) names of victims and suspects,
 - (6) proper charge(s).
- b. Requests corrections to be made when errors are discovered.

III.B.2.3. Swear Out Complaints or Warrants.

- a. Swears to the accuracy of the facts contained in the affidavit and warrant before a judge, magistrate, or court clerk.

III.B.2.4. Prepare to Arraign a Defendant.

- a. Prepares for arraignment of defendant in court by:
 - (1) assisting with locating the defendant,
 - (2) collecting the necessary paperwork, when requested to do so,
 - (3) confirming the availability of a judge or magistrate, and
 - (4) obtaining necessary information in order to answer the judge's questions related to:
 - (a) work status,
 - (b) residency status,
 - (c) criminal history, and
 - (d) requests for an appointed attorney.
- b. Arranges for defendant to be transported to court.

III.B.2.5. Arraign a Defendant in Court.

- a. Presents paperwork to judge or magistrate.
- b. Delivers defendant to court.
- c. Maintains security of the prisoner.
- d. Complies with court order (e.g., releasing defendant on bail or returning defendant to jail).

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: B. Case Prosecution

Module Title: 3. PREPARATION FOR LEGAL PROCEEDINGS

Hours: 1

Notes to Instructor:

Module Objectives:

III.B.3.1. Verify Reliability and Credibility of Witnesses.

- a. Verifies the reliability and credibility of witnesses by considering:
 - (1) witness' background (e.g., criminal records, financial records, medical history),
 - (2) witness' experience as it relates to the potential testimony (e.g., if a gun was used in the case, the witness would be reliable if he/she were a gun salesman), and
 - (3) the accuracy of information the witness has provided in previous testimonies.

III.B.3.2. Review a Case With Prosecutor or City Attorney to Plan Preparation of Case.

- a. Notes relevant facts such as:
 - (1) witness statements,
 - (2) evidence,
 - (3) weak points of case,
 - (4) possible defenses,
 - (5) any follow-up not noted in report,
 - (6) possible order for presenting witnesses,
 - (7) possible hostile witnesses, and
 - (8) *res gestae* witnesses.

III.B.3.3. Check That Witnesses Are Ready For Court Testimony.

- a. Verifies that subpoenaed witnesses are present.
- b. Introduces witnesses to prosecutor.
- c. Explains courtroom proceedings to witnesses (e.g., delays in proceedings, meanings of legal terms and procedures).
- d. Refrains from coaching the witness as to potential testimony.

III.B.3.4. Prepare For Testifying in a Legal Proceeding.

- a. Prepares for court testimony by obtaining, organizing, and reading reports in order to refresh memory of incident.
- b. Obtains evidence from property room.
- c. Arranges for delivery of evidence to court.

Basic Training Module Specifications

<u>Functional Area:</u>	III. Detention and Prosecution
<u>Subject Area:</u>	B. Case Prosecution
<u>Module Title:</u>	4. TESTIMONY AND CASE CRITIQUE
<u>Hours:</u>	4

Notes to Instructor:

Identify possible examination techniques used by counsel in questioning.

Identify appropriate testimonial methods.

Use of a mock trial is suggested. The trainees should be exposed to a common crime situation which they all investigate on which the mock trial is based.

Cover cross examination techniques that the officer may be subject to in a trial situation.

Module Objectives:

III.B.4.1. Demonstrate Proper Demeanor Prior to Testifying in a Legal Proceeding.

- a. Appears in courtroom when subpoenaed following proper procedures.
 - (1) appears promptly.
 - (2) wears appropriate attire.
 - (3) notifies prosecutor of his/her presence.
- b. Maintains confidentiality (e.g., does not discuss case with jurors, witnesses, defense attorney, or media).

III.B.4.2. Present Testimony in a Legal Proceeding.

- a. Communicates so that person receiving information understands message.
 - (1) uses proper language;
 - (2) avoids use of jargon words;
 - (3) maintains eye contact with the finder of facts (judge or jury, as appropriate).
- b. Answers all questions truthfully and to the best of his/her knowledge.
 - (1) gives brief answers;
 - (2) testifies to facts and observations, not opinions;
 - (3) does not speculate;
 - (4) anticipates possible objections.
- c. Presents evidence in legal proceedings.
 - (1) Testifies to have evidence admitted into court by:
 - (a) identifying evidence as being the same as was originally seized;
 - (b) documenting chain of evidence.
- d. Controls emotions (e.g., avoids arguing, avoids interrupting others when speaking).
- e. Ensures that evidence is re-secured properly after a legal proceeding.

III.B.4.3. Review a Case With Prosecutors or City Attorneys Following a Legal Proceeding.

- a. Discusses with prosecutor or city attorney problems regarding a past case that should be corrected in future cases including:
 - (1) problems concerning testimony,
 - (2) amount of preparation before a case,
 - (3) officer's conduct,
 - (4) chain of evidence,
 - (5) legal technicalities, etc.

Basic Training Module Specifications

Functional Area: III. Detention and Prosecution

Subject Area: C. Civil Process

Module Title: 1. CIVIL PROCESS

Hours: 1

Notes to Instructor:

Module Objectives:

III.C.1.1. Determine Validity of Civil Process.

- a. Inspects the:
 - (1) seal;
 - (2) signature;
 - (3) jurisdiction of court (i.e., juvenile court or in probate and juvenile matters); and
 - (4) expiration date.

III.C.1.2. Enforce a Court Issued Order (e.g., Writ).

- a. Reads the court order to determine what actions are necessary to enforce it and to ensure it is valid (e.g., ensures that signature of judge is present, that court seal is present, etc.).
- b. Locates the subject or property specified in the court order by traveling to residence, checking with witnesses, talking with family or employer, using LEIN, using arrest cards.
- c. Explains the nature of the court issued order and the required procedures to the subject.
- d. Executes order according to department and court policies and procedures and state statutes.

III.C.1.3. Serve Probate Orders (e.g., Persons Requiring Treatment, Juveniles, Adult Offenders).

- a. Inspects probate order to ensure that it is valid (properly signed and sealed).
- b. Locates the person to be served with probate order by traveling to residence, checking with witnesses, talking with family or employer, using LEIN, using arrest cards.
- c. Verifies identity of the person to be served by requesting identification from the person or asking family, employer, and/or witnesses to identify the person.
- d. Explains the purpose of the probate order to the person being served and the procedures for handling it.
- e. Arrests the person on the probate order by:
 - (1) advising the person that he/she is under arrest, and
 - (2) taking the person into physical custody.

Basic Training Module Specifications

Functional Area: IV. Police Skills
Subject: A. First Aid
Module Title: 1. INTRODUCTION TO FIRST AID
Hours: 3

Notes to Instructor:

First Aid Instructors shall hold valid and current certification by the American Red Cross, American Heart Association, or a comparable organization or institution approved by the MCOLES.

Trainees need skills practice.

This module provides the foundation for all modules that follow (establishes the program: format, schedule, requirements, etc.).

Define and display pictures of each emergency. Visualization of the signs and symptoms helps the students recall what the emergency is and how to properly care for the victim.

Provide practice on various body parts.

Stress the need to involve advanced life support (ambulance, hospitals, etc.) in the medical emergency. First aid is only the first stage in patient care.

There are many training videotapes available that address the control and spread of infectious diseases (Module IV.A.1.3), including: "Bloodborne Pathogens: The OSHA Standard" and "Bloodborne Pathogens 2000", available from the Law Enforcement Resource Center - (517) 322-5624.

Module Objectives:

IV.A.1.1. Demonstrate A Working Knowledge of the Law and Responsibilities Related to a Law Enforcement Officer Administering First Aid.

- a. Describes civil responsibilities associated with administering first aid.
 - (1) legal obligation to perform first aid;
 - (2) legal obligation to continue to perform first aid once it is started; and
 - (3) civil liability for performing outside the scope of training.
- b. Describes the provisions of the "Good Samaritan Act," MCL 41.711a & 41.711b.
 - (1) protection from civil liabilities for performance of first aid;
 - (2) Red Cross first aid certification required in order to be entitled to the Act, and
 - (3) not acting grossly negligent.
- c. Describes the responsibilities of a law enforcement officer at the scene.
 - (1) "most trained" officer is in charge; and
 - (2) other officers are to assist the most trained officer
 - (a) assist with first aid, and
 - (b) conduct crowd and traffic control.
- d. Determines the need to notify other medical personnel.
 - (1) first aid is only the first stage in patient treatment.

Note to Instructor: Civil liability (MCL 691.1407) and how it affects an officer's ability to function in law enforcement is referred to in Module I.E.1.1. (c)(1). Officers should be familiar with the Good Samaritan Act and how it might affect them when they are off-duty and out of their jurisdiction.

IV.A.1.2. Conduct a Scene Assessment

- a. Responds to the scene immediately.
- b. Positions the patrol vehicle for the protection of the officer and the scene.
- c. Assesses the scene by:
 - (1) observing unusual activities, persons or vehicles;
 - (2) determining if weapons are involved;
 - (3) evaluating information received about the call:
 - (a) dispatch information;
 - (b) information from witnesses;
 - (c) information from other officers; and
 - (4) requesting additional assistance if the emergency warrants it (e.g., EMS, HazMat, utility services, etc).

IV.A.1.3. Demonstrate a Working Knowledge of Infectious Disease Control.

- a. Describes the epidemiology and symptoms of common infectious diseases (CIDs) including:
 - (1) Human Immunodeficiency Virus (HIV);
 - (2) Hepatitis; and
 - (3) Tuberculosis (TB).
- b. Explains the modes of transmission of common infectious diseases (CIDs).
- c. Explains the tasks and activities that may involve exposure to blood and other potentially infectious materials.
- d. Explains the use and limitations of methods that will prevent or reduce exposure, including:
 - (1) appropriate personal protective equipment, including:
 - (a) gloves;
 - (b) CPR masks, TB masks, eye protection, and face shields; and
 - (c) gowns, aprons and other protective body clothing;
 - (2) using proper housekeeping procedures, including:
 - (a) the control of contaminated materials and waste; and
 - (b) the proper labeling of potentially contaminated equipment, surfaces and materials;
 - (3) appropriate engineering controls;

IV.A.1.3. Demonstrate a Working Knowledge of Infectious Disease Control.
(continued)

- (4) the proper handling, decontamination, removal and disposal of personal protective equipment.
- e. Exercises personal preventive measures by:
 - (1) having a Hepatitis B vaccination, at the expense of the employer, if deemed appropriate;
 - (2) taking the appropriate actions if an exposure incident occurs; and
 - (3) participating in a post-exposure evaluation and follow-up.

Note to Instructor: Employed candidates must be familiar with their agency's exposure control plan.

IV.A.1.4. Control Emotions at First Aid Scene.

- a. Uses normal tone of voice.
- b. Maintains calm demeanor.
- c. Gives appropriate directions to others.
- d. Performs first aid in a calm, controlled manner.
- e. Refrains from making inappropriate comments.

IV.A.1.5. Conduct a Victim Survey to Assess a Victim's Medical Status.

- a. Checks the victim for the "A, B, C's".
 - (1) Airway,
 - (2) Breathing, and
 - (3) Circulation.
- b. Conducts a survey of victim to establish the nature of the medical emergency.
 - (1) looks for bleeding or other major injuries,
 - (2) talks to victim,
 - (3) looks for signs of internal injury.
- c. Searches unconscious victim for information indicating ongoing medical treatment (e.g., Medic-Alert tag, device card, list of medications, etc.).
- d. Searches for organ donor information where likelihood of death of victim exists (e.g., checks wallet for organ donor cards, examines driver's license).
- e. Monitors victim continuously.
 - (1) monitors vital signs, and
 - (2) treats for shock.

IV.A.1.6. Recognize Normal Body Signs in Order to be Able to Determine When Abnormal Signs are Present.

- a. Describes normal rates for the following:
 - (1) Body temperature;
 - (2) Pulse rate:
 - (a) Adult,
 - (b) Child,
 - (c) Infant, and
 - (d) Neonate/Newborn;
 - (3) Respiratory rate:
 - (a) Adult,
 - (b) Child, and
 - (c) Infant.

IV.A.1.6. Recognize Normal Body Signs in Order to be Able to Determine When Abnormal Signs are Present. (continued)

- b. Describes abnormal skin color and feel:
 - (1) hot and dry;
 - (2) hot and moist;
 - (3) cool and dry;
 - (4) cool and moist; or
 - (5) cool and clammy/moist.
- c. Describes abnormal eye conditions (unequal pupils, no reaction to light).

IV.A.1.7. Administer First Aid to Treat For Shock.

- a. Identifies the existence of shock by observing the physical signs:
 - (1) change in level of consciousness,
 - (2) rapid, weak pulse,
 - (3) cool and clammy/moist skin,
 - (4) dilated pupils,
 - (5) increased rate of respiration.
- b. Uses proper procedures for the treatment of shock:
 - (1) positions victim lying down, face up, and elevates lower extremities;
 - (2) covers victim (also places blanket under victim, if appropriate) to maintain temperature/does not overheat victim.
- c. Continuously monitors for signs of shock, regardless of the injury or illness.

Module History

Revised October 2006

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	A. First Aid
<u>Module Title:</u>	2. BANDAGING WOUNDS AND CONTROLLING BLEEDING
<u>Hours:</u>	3

Notes to Instructor:

Emphasize skills practice.

Briefly address the following points:

The more serious injuries are somewhat rare for the average person trained in First Aid to handle, but a law enforcement officer may be presented with these types of injuries routinely. Show pictures of injuries and explain them.

Emphasize internal and external injury (e.g., a knife wound to the chest may also puncture the lung). Identify the signs and treat the injury. Teach treatment procedures described in the objectives as they apply to blunt and penetrating trauma.

Module Objectives:

- IV.A.2.1. Administer First Aid to Control Bleeding.
 - a. Examines victim to determine the person's medical status.
 - b. Administers first aid to control bleeding.
 - (1) Uses proper procedures in the following order, until bleeding is controlled:
 - (a) applies direct pressure;
 - (b) elevates, if injury is to a limb (when possible);
 - (c) applies pressure bandage;
 - (d) applies pressure at pressure points; and
 - (e) applies tourniquet to control bleeding.

Note to Instructor: Unique situations and/or extreme circumstances that would justify the application of a tourniquet shall be specifically addressed and discussed with the students.

IV.A.2.1. Administer First Aid to Control Bleeding. (continued)

- c. Treats to prevent shock.
- d. Treats wounds properly (selects proper supplies, controls bleeding).
 - (1) dressings;
 - (2) bandages, and
 - (3) clotting agents.
- e. Uses first aid supplies appropriately.

IV.A.2.2. Administer First Aid to Treat For Penetrating Wounds.

- a. Determines the extent of injury, including:
 - (1) injury to bones and internal organs,
 - (2) entrance and exit wounds.
- b. Uses proper procedures to control bleeding.
- c. Examines for possible sucking chest wound and treats by covering the wound with anything that prevents air movement (e.g., hand, plastic sheeting, etc.).
- d. Monitors victims for pneumothorax or tension pneumothorax and treats by releasing pressure.
- e. Immobilizes an impaled object, except when breathing is obstructed.
- f. Positions victim for ease of breathing.
- g. Monitors victim's vital signs.

IV.A.2.3. Administer First Aid to Treat For Gunshot Wounds.

- a. Determines extent of the gunshot wound (examines for both entrance and exit wounds).
- b. Uses proper procedure to control for bleeding.
- c. Treats wound as a potential fracture.
- d. Examines for possible sucking chest wound and treats by covering the wound with anything that prevents air movement (e.g., hand, plastic sheeting, etc.).
- e. Monitors victim for pneumothorax or tension pneumothorax and treats by releasing pressure.
- f. Positions victim for ease of breathing.
- g. Monitors victim's vital signs.

IV.A.2.4. Administer First Aid to Treat For Amputation/Avulsion.

- a. Uses proper procedures to control bleeding.
- b. Retrieves severed part to preserve it.
- c. Packages or wraps properly the severed part for transportation by:
 - (1) wrapping the part in plastic or a sterile dressing, or placing it in a plastic bag;
 - (2) packing it to keep part cool (not cold, avoid freezing and placing in water or in direct contact with ice).

IV.A.2.5. Administer First Aid to Treat For Eye Injuries.

- a. Determines the cause of the eye injury (e.g., object, chemical, sharp blow, etc.) and the extent of the eye injury (e.g., impaled object, avulsion, laceration, etc.).
- b. Uses proper procedures for the treatment of an eye injury:
 - (1) does not remove an impaled object, immobilizes it;
 - (2) does not attempt to replace a dislodged eyeball into the socket;
 - (3) does not probe the eye socket;
 - (4) covers both eyes to prevent eye movement;
 - (5) does not apply pressure to a cut eyeball;
 - (6) uses running water to remove foreign objects if tears don't;
 - (7) flushes eye with large amounts of cool running water continuously until the ambulance arrives for chemical burns; and
 - (8) comforts victim through speech and contact and encourages victim not to move eyes.
- c. Uses first aid supplies appropriately.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills
Subject Area: A. First Aid
Module Title: 3. TREATING FRACTURES
Hours: 4

Notes to Instructor:

Include dislocations - signs and care.

Briefly address the following points:

Teach general principles of splinting.
Provide guided practice for various parts of the body.
(1) arms - upper/lower,
(2) legs - upper/lower.

Teach familiarity with backboards - only to assist ambulance personnel.
Stress that fractures themselves are usually not life threatening.
Take time to immobilize the fracture before moving the victim.

Module Objectives:

IV.A.3.1. Administer First Aid for Skull, Spine, Neck, and Pelvis Injuries.

- a. Identifies the signs and symptoms of the following injuries (suspected injuries):
 - (1) skull fracture
 - (2) head wound
 - (3) spinal injury (back)
 - (4) neck injury
 - (5) pelvis injury
 - (6) internal injury
- b. Uses proper procedures to treat for the injuries listed in a.:
 - (1) monitors vital signs,
 - (2) controls bleeding,
 - (3) immobilizes injuries,
 - (4) transports when necessary.
- c. Uses the following items appropriately:
 - (1) backboard - long/short
 - (2) cervical collar (immobilizer)
 - (3) miscellaneous materials

IV.A.3.2. Administer First Aid to Treat For Broken Bones.

- a. Identifies the signs of fractures:
 - (1) pain,
 - (2) deformity,
 - (3) swelling,
 - (4) discoloration (bruising).
- b. Uses proper procedures to treat for broken bones:
 - (1) immobilizes body part;
 - (2) elevates involved extremities, if possible;
 - (3) applies splints, if no EMS, etc.;
 - (4) monitors vital signs;
 - (5) treats for shock;
 - (6) moves only after splinting except in emergency.
- c. Uses same procedures for strains and sprains as for broken bones.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills
Subject Area: A. First Aid
Module Title: 4. ADMINISTERING CPR
Hours: 12

Module Objectives:

IV.A.4.1. Administer Rescue Breathing

- a. Determines need for administering rescue breathing by evaluating there is:
 - (1) no breathing, and
 - (2) a pulse is present.
- b. Uses proper procedures for rescue breathing
 - (1) determines consciousness of victim;
 - (2) positions head to open airway;
 - (3) checks for breathing by looking listening, and feeling;
 - (4) gives rescue breathing appropriate for conditions and victim; and
 - (5) checks for pulse.
- c. Uses breathing devices (barrier), if immediately available (e.g., bag-valve mask, resuscitation mask).
- d. Identifies the signs of effective rescue breathing (the chest rising and falling, and the return of color) and signs of possible obstruction (inability to ventilate victim).
- e. Stops rescue breathing when:
 - (1) the victim begins breathing on his or her own;
 - (2) the victim has no pulse – begin CPR;
 - (3) another rescuer with training equal to or greater than yours takes over;
 - (4) scene becomes unsafe; and
 - (5) too exhausted to continue.

IV.A.4.1. Administer Rescue Breathing. (continued)

- f. Uses proper procedures for special considerations:
 - (1) vomiting;
 - (2) mouth to nose breathing;
 - (3) mouth to stoma breathing;
 - (4) suspected head or spine injuries.
- g. Monitors vital signs.

IV.A.4.2. Administer First Aid For Choking.

- a. Recognizes the signs and symptoms of choking:
 - (1) general panic and clutching of throat;
 - (2) inability to speak or breathe, or high pitched noises;
 - (3) inability to cough;
 - (4) discoloration of face;
 - (5) inability to ventilate victim;
 - (6) unconsciousness from obstruction of airway.
- b. Uses proper procedures for treating conscious choking victims (adult/child/infant):
 - (1) asks "Are you choking?";
 - (2) positions victim properly;
 - (3) performs manual techniques if conscious;
 - (4) repeats manual techniques until effective or victim becomes unconscious.
- c. Uses proper procedure for treating an unconscious choking victim:
 - (1) calls for help;
 - (2) opens airway;
 - (3) attempts to ventilate;
 - (4) performs manual techniques; and
 - (5) stops procedure immediately if object is dislodged or if the victim begins to breathe or cough.

IV.A.4.3. Apply First Aid to Treat For Heart Attack.

- a. Recognizes common signs and symptoms of heart attack:
 - (1) chest pains (persistent chest pain or discomfort);
 - (2) left arm/side pains;
 - (3) difficulty in breathing;
 - (4) increased perspiration;
 - (5) any epigastric discomfort (heart burn) not relieved with antacid; and
 - (6) victim's use of medication without relief of pain.
- b. Activate Advanced Medical Care (EMS system).
- c. Uses appropriate procedures to treat heart attack victim:
 - (1) positions victim sitting up;
 - (2) comforts and calms victim;
 - (3) monitors vital signs;
 - (4) talks to bystanders and victim to obtain more information;
 - (5) is calming and reassuring; and
 - (6) arrange for immediate transportation.

Note to Instructor: The victim's current medications and their effect (or lack of effect) on the victim's symptoms shall be specifically discussed with the students.

IV.A.4.4. Administer Cardio-Pulmonary Resuscitation (CPR).

- a. Determines the need for administering CPR:
 - (1) checks for open airway;
 - (2) checks for breathing; and
 - (3) checks for pulse.
- b. Uses proper procedures to perform CPR:
 - (1) begins CPR; uses proper technique with respect to:
 - (a) one v. two person rescuer;
 - (b) proper compression and ventilation rates for victim (adult, child, infant);
 - (c) effective compressions and ventilation.
- c. Identifies the signs of effective CPR:
 - (1) spontaneous return of pulse (felt at carotid artery);
 - (2) improvement in color.
- d. Stops administering CPR when:
 - (1) spontaneous return of effective circulation and ventilation occurs;
 - (2) victim is turned over to competent medical personnel;
 - (3) rescuer is exhausted and unable to continue; or
 - (6) victim is pronounced dead by an authorized medical authority.
- e. Understands the benefits and use of an Automatic External Defibrillator (AED).
 - (1) increasing accessibility; and
 - (2) effectiveness.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: A. First Aid

Module Title: 5. TREATING ENVIRONMENTAL FIRST AID EMERGENCIES

Hours: 2

Notes to Instructor:

Emphasize skills practice.

Briefly address the following points:

If students are involved in physical training, use their body responses as real life conditions (sweating, increased respiration and heart rate, weakness, etc.).

Key on signs of victim to decide what first aid is needed.
Stress primary survey to determine total body injuries/illness.

Module Objectives start on the next page:

Module Objectives:

IV.A.5.1. Administer First Aid to Treat for Cold Emergencies.

- a. Describes effects on the body of exposure to cold.
 - (1) skin changes;
 - (2) pain felt early but subsides;
 - (3) affected part feels cold and numb;
 - (4) shivering and low body temperature; and
 - (5) confusion and impaired judgment to eventual death.
- b. Describes first aid techniques for:
 - (1) frostbite:
 - (a) handles victim gently;
 - (b) covers frozen part to protect (wraps between fingers and toes);
 - (c) warms affected area (if not frozen);
 - (d) monitors vital signs; and
 - (e) ensures EMS activation.
 - (2) hypothermia:
 - (a) handles victim gently;
 - (b) administers artificial respiration, if needed;
 - (c) brings victim into warmth;
 - (d) removes wet, frozen or constricting clothing;
 - (e) warms victim rapidly; and
 - (f) ensures EMS activation;
 - (3) cold water near drowning:
 - (a) handles victim gently;
 - (b) administers artificial respiration, if needed;
 - (c) does not try to warm body;
 - (d) covers only trunk of body;
 - (e) removes wet, frozen or constricting clothing;
 - (f) ensures EMS activation.

IV.A.5.2. Administer First Aid to Treat For Heat Exhaustion.

- a. Identifies the signs of heat exhaustion as:
 - (1) profuse sweating;
 - (2) pale, moist/clammy skin;
 - (3) tiredness, weakness;
 - (4) headache, perhaps cramps;
 - (5) nausea - dizziness, possible fainting.
- b. Uses proper procedures to treat for heat exhaustion:
 - (1) monitors vital signs;
 - (2) cools the body;
 - (3) provides cool water, if tolerated; and
 - (3) treats for shock.

IV.A.5.3. Administer First Aid to Treat For Heat Stroke.

- a. Identifies the signs of heat stroke as:
 - (1) hot, red dry skin (flushed face);
 - (2) rapid pulse, and
 - (3) decreased level of consciousness.
- b. Monitors victim's vital signs due to life threatening nature of heat stroke.
- c. Uses proper procedures to treat for heat stroke:
 - (1) uses immediate measures to cool the body quickly,
 - (2) treats for shock; and
 - (3) ensures EMS activation.

IV.A.5.4. Administer First Aid to Treat For Burns.

- a. Determines the source of the burns (e.g., fire, chemicals, scalding water, radiation) and the extent of the burns (e.g., which body portions are affected, whether respiratory system is affected).
- b. Remove victim if the situation may produce additional injury (e.g., remove from burning car, remove from pool of caustic material, etc.).
- c. Uses proper procedures to treat for burns:
 - (1) Saturates with water, if possible, for superficial and partial thickness;
 - (2) treats for shock;

IV.A.5.4. Administer First Aid to Treat For Burns (continued)

- (3) monitors vital signs; and
 - (4) applies sterile dressings.
- d. Uses first aid supplies appropriately.

IV.A.5.5. Administer First Aid to Treat For Electric Shock.

- a. Determines if there is a potential electrical danger to victim, officers, and bystanders (e.g., downed wires, electrified water, etc.).
- b. Takes appropriate corrective action to eliminate the electrical danger:
 - (1) takes action when such action is safe (e.g., unplugs fixture, shuts off power, etc.); and
 - (2) notifies power company when situation endangers officer (e.g., downed power lines, etc.).
- c. Determines need for first aid:
 - (1) lack of pulse and/or respiration;
 - (2) severe bleeding;
 - (3) burns (entrance and exit); and
 - (4) other injuries.
- d. Uses proper procedures to treat electrical shock:
 - (1) administers CPR, if necessary;
 - (2) controls bleeding;
 - (3) treats for shock.
- e. Uses first aid supplies appropriately.

Module History

Revised October 2006

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	A. First Aid
<u>Module Title:</u>	6. TREATING MEDICAL EMERGENCIES
<u>Hours:</u>	3

Module Objectives start on next page:

IV.A.6.1. Administer First Aid to Treat For Stroke.

Note to Instructor:

Emphasize getting the victim to the hospital and seeking medical attention immediately.

- a. Identifies the signs of major stroke:
 - (1) unconsciousness;
 - (2) paralysis or weakness on one side of body;
 - (3) difficulty in breathing and swallowing;
 - (4) loss of bladder and bowel control;
 - (5) unequal pupils;
 - (6) inability to talk or slurred speech.
- b. Treats for major stroke:
 - (1) requests medical assistance (EMS system/hospital);
 - (2) provides moderate covering;
 - (3) maintains open airway;
 - (4) gives artificial respiration if necessary;
 - (5) positions victim on side to drain secretions from mouth, if unconscious;
 - (6) gives no fluids unless victim is fully conscious.
- c. Identifies signs of a minor stroke:
 - (1) headache;
 - (2) confusion;
 - (3) slight dizziness;
 - (4) loss of balance; and
 - (5) later symptoms may include some mild symptoms of a major stroke.
- d. Treats for minor stroke:
 - (1) seeks immediate medical treatment; and
 - (2) protects victim from accident or additional exertion.

IV.A.6.2. Administer First Aid to Treat For Diabetic Emergencies.

- a. Identifies the signs of diabetic emergencies:
 - (1) change in level of consciousness;
 - (2) change in breathing patterns;
 - (3) abnormal pulse;
 - (4) abnormal skin conditions (dry/warm, moist/cool);
 - (5) acetone odor on breath (may smell like fingernail polish remover);
 - (6) complaint of dry mouth;
 - (7) restlessness or stupor; and
 - (8) history of diabetes.
- b. Checks for medic-alert information (e.g., checks tag or card or talks to relative).
- c. Uses proper procedures to treat for diabetic emergencies:
 - (1) keeps victim at rest;
 - (2) provides sugar, if alert (e.g., candy bar, other foods high in sugar);
 - (3) assist victim with medication (glucose gel, etc.);
 - (3) does not give liquids unless victim is alert;
 - (4) treats for shock;
 - (5) lays unconscious victim on side to avoid aspiration.

Notes to Instructor:

An individual having a diabetic reaction can often be confused with being drunk.

Point out that there are different types of diabetic emergencies (low and high blood sugar), that low blood sugar emergencies are much more common than high blood sugar emergencies, and that the primary objective is to recognize that there is a diabetic emergency occurring.

IV.A.6.3. Administer First Aid to Treat For Seizures.

- a. Identifies symptoms of convulsions or seizures.
 - (1) rigidity of body muscles (lasts a few seconds to five minutes) followed by jerking movements (seen in grand mal seizures);
 - (2) bluish color of face and lips; and
 - (3) drooling.
- b. Realizes that bleeding from mouth usually means subject has bitten tongue or lips.
- c. Checks for medic-alert information (e.g., checks tag or card or talks to relative).
- d. Uses proper procedures for the treatment of seizure:
 - (1) protects victim from self-inflicted injury;
 - (2) monitor airway;
 - (3) do not place anything in mouth;
 - (4) turns victim on side to permit draining of mouth after seizure ceases;
 - (5) loosens clothing around victim's neck;
 - (6) administers rescue breathing if breathing stops;
 - (7) reassures and reorients victim following seizure;
 - (8) seek immediate medical assistance or arrange for EMS transport.
- e. Identifies the circumstances surrounding a seizure that requires additional medical assistance or transportation to hospital, including:
 - (1) first time seizure;
 - (2) seizure lasting more than 5 minutes;
 - (3) seizure after head injury;
 - (4) seizure secondary to ingestion.

IV.A.6.4. Administer First Aid to Treat For Poisoning.

- a. Monitors victim's vital signs (i.e., respiration and pulse).
- b. Determines the type of poisoning (e.g., chemical, snake bite) and manner of poisoning (e.g., ingestion, injection, inhalation, absorption through the skin) by:
 - (1) interviewing and/or examining the victim;
 - (2) searching the immediate area for evidence of sources of poison (e.g., containers); and
 - (3) talking to witnesses or bystanders, etc.
- c. Contacts poison control center for treatment instructions (preferred) or seeks medical advice (e.g., physician, EMS, or hospital).
- d. Uses proper procedure to treat for poisoning and protection of the officer:
 - (1) conscious victim:
 - (a) treats victim following medical instructions.
 - (2) unconscious victim:
 - (a) maintains open airway;
 - (b) gives rescue breathing or CPR, if necessary;
 - (c) secures suspected poison container;
 - (d) secures vomit sample, if any;
 - (e) positions victim to allow for drainage;
 - (f) gives no fluids;
 - (g) does not induce vomiting, and
 - (h) treats for seizures, if necessary.
- e. Seeks medical assistance (e.g., EMS, transport to hospital).
- f. Provides medical personnel with information and evidence related to the poisoning/overdose (e.g., pill container, sample of vomit, type of snake, etc.).

IV.A.6.5. Administer First Aid to Treat For Overdose.

- a. Monitors victim's vital signs (i.e., respiration and pulse).
- b. Determines cause of overdose (e.g., drugs, alcohol, other chemicals) and manner of overdose (e.g., ingestion, injection, inhalation).
- c. Uses proper procedures to treat for overdose (same as poisoning).
- d. Provides medical personnel with information and evidence related to the overdose (e.g., pill container, vomit sample, etc.).

Note to Instructor: The difference between the scene of an apparent overdose and the scene of an apparent poisoning, and the protocol for the collection of evidence, the criminal implications and the handling of the scene (or crime scene) should be specifically discussed with the class.

IV.A.6.6. Assist in Childbirth.

Note to Instructor: In childbirth situations, immediately activate the EMS system.

- a. Presents a professional and appropriate demeanor:
 - (1) controls emotions.
 - (2) maintains a professional appearance to instill confidence in the mother and bystanders.
 - (3) uses a normal tone of voice.
 - (4) maintains a calm demeanor.
 - (5) bears in mind that childbirth is a natural function for a woman.
- b. Evaluates the situation to determine if child birth is imminent by asking:
 - (1) which pregnancy;
 - (2) length of labor;
 - (3) time between contractions;
 - (4) if water has broken; and
 - (5) if feeling a need to move bowels, if feeling that the fetus is trying to move out, or if feeling a need to push.
- c. Delivers the child (or assists) using accepted techniques when transportation is not appropriate:
 - (1) prepares self (e.g., washes hands, utilizes personal protective equipment (PPE));
 - (2) positions mother;
 - (3) supports baby's head, doesn't pull;
 - (4) unwraps umbilical cord, breaks bag of water, if needed;
 - (5) positions baby on side;
 - (6) clears baby's airway;
 - (7) checks to see that baby is breathing, if not within 30 seconds, then encourages it;
 - (8) clamps or ties off cord as appropriate or as directed by authorized EMS personnel;
 - (9) protects baby;
 - (10) appropriately captures placenta and has EMS transport to hospital with mother and baby.

IV.A.6.6. Assist in Childbirth. (continued)

- d. Recognizes the signs of an abnormal birth, calls EMS, and responds with immediate first aid measures:
 - (1) non-breathing infant:
 - (a) administers rescue breathing;
 - (b) if no breathing and no pulse, begins CPR;
 - (2) breach birth (buttocks or both feet delivered first):
 - (a) supports infant as it is delivered;
 - (b) creates and maintains airway if head does not deliver in three minutes and transports;
 - (3) limb presentation (one leg or arm);
 - (4) prolapsed cord (cord delivered first):
 - (a) relieves pressure on cord;
 - (b) updates EMS system;
 - (5) excessive pre-birth bleeding or miscarriage:
 - (a) treats for shock;
 - (b) places sterile dressing over opening of vagina;
 - (c) saves blood soaked dressings;
 - (d) transports.
 - (6) premature births:
 - (a) delivers using normal birth procedures;
 - (b) wraps baby to warm to 90 - 100 degrees (blankets and aluminum foil).
 - (7) stillborn:
 - (a) administer CPR, unless baby shows signs of non-recent death;
 - (b) provides comfort to mother and family members.

Module History

Revised October 2006

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: A. First Aid

Module Title: 7. EXTRICATING AND TRANSPORTING INJURED VICTIMS

Hours: 2

Notes to Instructor:

Students should practice carries.

Module Objectives:

IV.A.7.1. Extricate an Injured Person Trapped in a Vehicle With Fear of Fire, etc., Using Simple Tools Prior to Application of First Aid.

- a. Describes the situations when victims would be moved prior to completing "Patient Exam" (emergency moves):
 - (1) there is immediate threat to victim/officer, or
 - (2) cannot provide necessary first aid.
- b. Describes the steps involved in moving/extricating victims:
 - (1) controls hazards at the scene;
 - (2) gains access to the victim;
 - (3) uses available equipment to extricate victim (e.g., crowbar, spare tire, lug wrench, etc.);
 - (4) requests assistance from fire rescue squad;
 - (5) removes victim protecting against further injury;
 - (6) conducts patient survey and begins appropriate first aid.

IV.A.7.2. Transport Injured Persons.

- a. Evaluates nature and extent of injury to determine if person should be transported and by what method (e.g., patrol car, ambulance, etc.).
- b. Determines need for possible assistance to transport injured person (e.g., additional personnel, special equipment, etc.).
- c. Assists with the use of the proper procedures to prepare the victim for transportation (e.g., backboard, immobilization, etc.).
- d. Assists with the use of the proper procedures to load and transport victim (e.g., properly carries victim to vehicle, drives vehicle at appropriate speed).

Module History

Revised October 2006

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	A. First Aid
<u>Module Title:</u>	8. PRACTICAL FIRST AID EXERCISES
<u>Hours:</u>	8

Notes to Instructor:

The key is emotional control.

Make sure students understand triage (treat the most severe injury first).

Focus on making life-like situations.

Accidents and appropriate injuries.

Medical/Environmental, etc. injuries.

Provide stress to gain experience of doing multiple first aid skills in role-play situations.

Module Objectives:

- IV.A.8.1. Demonstrate Proper First Aid Techniques and Skills in a Simulated First Aid Emergency.
- a. Evaluates the person(s) at the scene of a simulated emergency in order to determine the nature of any illness/injury that may exist.
 - b. Prioritizes among emergencies and treats the most serious first.
 - c. Performs first aid techniques and skills appropriate to the illness/injury.
 - d. Controls scene and bystanders.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: B. Firearms

Module Title: 1. LAWS AND KNOWLEDGES RELATED TO
FIREARMS USE

Hours: 16

Notes to Instructor:

Module Objectives:

IV.B.1.1. Use Deadly Force Legally.

- a. Discharges a firearm only under the following conditions:
 - (1) in self defense when the officer has reason to believe there is imminent danger of death or great bodily harm;
 - (2) in defense of another when the officer has reason to believe there is imminent danger of death or great bodily harm; and
 - (3) on other occasions covered by departmental policy (e.g., shoots injured animals).
- b. Discharging a firearm is not permitted under the following conditions:
 - (1) mere suspicion that a fleeing subject committed a life threatening felony;
 - (2) in non-life threatening felonies and misdemeanor offenses; and
 - (3) when an arrest may be reasonably and safely affected using less than deadly force.

IV.B.1.2. Demonstrate a Working Knowledge of Firearms and Ammunition.

- a. Identifies various types of firearms commonly encountered:
 - (1) shotgun (bolt action, pump, semi-automatic, over-under);
 - (2) handgun (revolver, semi-automatic); and
 - (3) rifle (bolt action, pump, lever action, semi-automatic).

IV.B.1.2. Demonstrate a Working Knowledge of Firearms and Ammunition
(continued).

b. Identifies major functional parts of firearms:

(1) shotgun:

barrel	stock
bolt	slide
magazine	slide release
safety	trigger

(2) handgun:

(a) revolver:

barrel	grip
cylinder	hammer
cylinder release button	trigger
ejector rod	

(b) semi-automatic:

barrel	magazine
chamber load indicator	magazine release
exposed hammer	safety
grip	slide
hammerless	slide stop lever
decock lever	trigger

(3) rifle:

barrel	safety
bolt	slide
hammer	slide release
lever	stock
magazine	trigger
magazine release	

IV.B.1.2. Demonstrate a Working Knowledge of Firearms and Ammunition
(continued).

- c. Identifies nomenclature and functions of various ammunition:
 - (1) components of a round:
 - (a) casing,
 - (b) primer,
 - (c) charge,
 - (d) projectile.
 - (2) size of ammunition:
 - (a) caliber,
 - (b) gauge.
 - (3) types of rounds:
 - (a) shotgun:
 - (i) birdshot
 - (ii) buck shot
 - (iii) slug
 - (b) handgun:
 - (i) lead
 - (ii) semi-jacketed (soft point, hollow point)
 - (iii) full metal jacket (ball ammo)
 - (c) rifle:
 - (i) full metal jacket
 - (ii) soft point
 - (iii) hollow point
 - (iv) lead
 - (4) Identifies issues related to ballistics:
 - (a) range (i.e., how far the projectile will travel); and
 - (b) terminal effects (i.e., what occurs on impact, penetration, ricochet).

IV.B.1.3. Handle Firearms Safely.

- a. Demonstrates compliance with general firearms safety rules (both on and off duty):
 - (1) points muzzle in a safe direction when handling a firearm;
 - (2) does not point a firearm at anyone without a legal justification to shoot them should it become necessary;
 - (3) inspects status each time the firearm is picked up;
 - (4) carries and transports the firearm safely;
 - (5) does not "play" with a firearm;
 - (6) inspects the firearm for obstructions before loading;
 - (7) secures the firearm safely when not in use;
 - (8) protects the firearm from inclement conditions;
 - (9) inspects ammunition for defects and presence of lubricants;
 - (10) inspects and properly uses safety devices; and
 - (11) does not cock the firearm.

- b. Demonstrates compliance with general range safety rules:
 - (1) obeys all commands immediately;
 - (2) does not point the firearm above eye level at any time;
 - (3) points the firearm down range when loading or unloading;
 - (4) loads the firearm only when the command "load" is given (unless spontaneous combat reload is part of the course of fire);
 - (5) gives "cease fire" command when a life threatening situation is observed;
 - (6) keeps a loaded firearm pointed down range;
 - (7) handles firearms on the firing range only at the direction of the instructor;
 - (8) speaks to no one on the firing line unless acting in the capacity of a coach or firearms instructor (unless giving suspect commands or proper communication is part of the course of fire);
 - (9) moves downrange from firing line only on command;
 - (10) secures a firearm properly before scoring target; and
 - (11) places finger in the trigger guard only when intending to pull the trigger to prevent an involuntary discharge caused by loss of balance, startle effect or sympathetic contractions, etc.

IV.B.1.4. Secure a Firearm Other Than Your Own.

- a. Requests assistance with an unfamiliar firearm from an officer who is familiar with that type of firearm.
- b. Makes visual assessment of the type of firearm to be secured:
 - (1) inspects for mechanical safety device; and
 - (2) paying attention to evidentiary aspects such as location of live, empty and fired rounds.
- c. Takes physical control of a firearm with due regard to its potential as evidence:
 - (1) points the firearm in a safe direction;
 - (2) keeps finger off trigger; and
 - (3) engages the safety.
- d. Removes ammunition:
 - (1) removes clip/magazine;
 - (2) opens cylinder; and
 - (3) opens the action.
- e. Inspects the chamber visually.
- f. Secures the firearm physically (e.g., places the firearm in a locked container or other safe location, not in their waist band).

IV.B.1.5. Make Proper Decisions Regarding the Use of Force in Potentially Life Threatening Situations.

- a. Assesses whether alternatives to shooting are appropriate by considering the following factors:
 - (1) the background (e.g., people and traffic);
 - (2) the potential for ricochets;
 - (3) the suspect's actions and reactions to commands;
 - (4) whether tactical retreat is appropriate, when:
 - (a) outgunned,
 - (b) outnumbered,
 - (c) retreating will lower the threat; and
 - (5) whether permitting the escape of the suspect may be more tactically appropriate.
- b. Reassesses the validity of the threat continuously.
- c. Considers issuing verbal commands.

IV.B.1.6. Manage a Post-Shooting Scene.

- a. Scans field of fire for multiple adversaries.
- b. Assesses threat(s) to determine if it has been neutralized.
- c. Covers suspect until backup arrives.
- d. Secures the suspect:
 - (1) permits backup officer to secure suspect if possible; and
 - (2) secures the suspect alone if no backup is available.
- e. Secures the firearm with regard to safety and evidentiary value.
- f. Requests medical assistance for the suspect.
- g. Treats the scene as a crime scene.
- h. Requests supervisory personnel.

IV.B.1.7. Comply With Post-Incident Policies and Procedures in Situations Involving Deadly Force.

- a. Recognizes that a formal post-incident review may consist of:
 - (1) criminal reviews,
 - (2) departmental debriefings
 - (3) policy reviews, and
 - (4) civil or citizen review panels.
- b. Articulates the facts of an officer-involved-shooting or other deadly force application, including:
 - (1) lawful authority;
 - (2) officer's state of mind;
 - (3) facts and circumstances surrounding the incident; and
 - (4) the justification for the use of deadly force.
- c. Considers the provisions of the department's internal investigation policies and procedures and how they may relate to a use of deadly force situation.
- d. Reviews MCL 15.391 - 15.395; Disclosures by Law Enforcement Officers Act. Also, *Garrity v New Jersey*, 385 US 93 (1967).

IV.B.1.8. Prepare to Testify in Court Related to a Shooting Incident.

- a. Refreshes knowledge regarding the shooting incident by reviewing state law and departmental policy.
- b. Reviews the incident report and field notes.
- c. Reviews firearms training record and training course content.
- d. Dresses appropriately for the type of case (e.g. civilian clothes).
- e. Articulates the facts which established the probable cause for the shooting based on law, policy, training and experience.
- f. Ensures that own attorney and/or the prosecutor is prepared for the case.

IV.B.1.9. Discharge a Firearm at Targets Other Than a Person (e.g., Injured or Vicious Animals).

- a. Determines appropriateness of firing the firearm, by considering:
 - (1) alternative options;
 - (2) potential civil liability;
 - (3) potential adverse public reaction; and
 - (4) the ability to place a shot for an effective kill.
- b. Assesses the environment for potential hazards; (e.g., potential ricochets).
- c. Documents the firearm discharge.
- d. Cleans and reloads the firearm.

IV.B.1.10. Make Appropriate Off Duty Firearms Decisions.

- a. Selects an appropriate off duty firearm:
 - (1) adheres to department policy;
 - (2) demands quality and reliability; and
 - (3) considers safety, concealment of the firearm, and training.
- b. Uses appropriate off duty procedures:
 - (1) carries identification;
 - (2) carries handcuffs and spare ammo; and
 - (3) determines if it is appropriate to get involved considering:
 - (a) use of alcohol;
 - (b) lack of identification; and
 - (c) lack of communication and backup.
- c. Stores firearms off duty in a safe manner (e.g., inaccessible to children and other unauthorized individuals).

IV.B.1.11 Demonstrates an Understanding of Applicability of Federal Firearms Laws to State and Local Firearms Enforcement.

- a. Describes the importance of state and local involvement in federal firearms enforcement as a means to:
 - (1) reduce the supply of illegal weapons to local users;
 - (2) enhance the ability to identify the source of illegal weapons;
 - (3) reduce the ability of criminals to commit other acts of violence; and
 - (4) enhance the public's safety.
- b. Identifies investigative resources in firearms cases as:
 - (1) local laws and ordinances;
 - (2) federal firearms laws;
 - (3) local ATF field offices;
 - (4) criminal patterns and criminal associates;
 - (5) local patterns of weapons' trafficking.
- c. Describes the benefits of working with federal agencies in firearms investigations as:
 - (1) access to federal prosecution and federal court;
 - (2) nationwide database searches;
 - (3) the ability to follow leads through interstate jurisdictions;
 - (4) access to additional human resources for investigations;
 - (5) access to federal intelligence data; and
 - (6) the use of laboratory services.
- d. Describes procedures for tracking gun ownership when firearms are seized during the course of an investigation as:
 - (1) conducting an NCIC search to see if the gun was stolen;
 - (2) checking databases of nearby states;
 - (3) talking to witnesses, victims, dealers, and purchasers; and
 - (4) initiating a National Tracing Center (NTC) search:
 - (a) complete an ATF trace request form (ATF form #3312.1);
 - (b) fax the form to the NTC at 1-800-578-7223; or
 - (c) use the trace request screen on NLETS.

IV.B.1.12. Demonstrates and Understanding of Controlling Violent Confrontation as a Civilian.

- a. Demonstrates an understanding of strategies to avoid criminal attack and control violent confrontation (crime prevention tips).
 - (1) avoids the confrontation;
 - (2) evades or escapes the confrontation; or
 - (3) controls the confrontation.
- b. Demonstrates an understanding of the need for “combat” preparation for the spouse or family member in the event of a violent confrontation.
 - (1) advises the spouse to take cover;
 - (2) requests the spouse to call 911;
 - (3) instructs the spouse to describe the incident and spouse with the gun to the dispatcher;
 - (4) instructs the spouse not to approach him/her if shot or injured; and
 - (5) instructs the spouse to do exactly as told.
- c. Demonstrates an understanding of the potential civil liability actions that an individual may be subjected to after a defensive encounter.
 - (1) explains that there may be a lawsuit in deadly force situations;
 - (2) consults with an attorney regarding “what if” scenarios involving the use of deadly force; and
 - (3) consults with the insurance carrier regarding possible coverage.

Notes to Instructor:

Have the recruits watch the DVD entitled “Michigan’s Concealed Weapon Law - An Overview for Civilians,” revised in 2006.

Module History

Revised	9/01
Revised	4/02
Revised	10/06
Revised	1/09

Basic Training Module Specifications

Functional Area: IV. Police Skills
Subject Area: B. Firearms
Module Title: 2. FIREARMS SKILLS
Hours: 50

Module Objectives:

IV.B.2.1. Demonstrate Proficiency in Basic Marksmanship Using a Handgun and Shotgun.

- a. Demonstrates basic fundamentals of shooting at various distances:
 - (1) proper stance;
 - (2) grip;
 - (3) trigger pressure;
 - (4) sight alignment; and
 - (5) sight picture.
- b. Demonstrates proficiency on the MCOLES CCW Civilian Pistol Safety Training Course.
- c. Demonstrates proficient use of a firearm to meet an acceptable standard:
 - (1) shoots accurately while maintaining control.
- d. Scores minimum acceptable score on target at various distances.

IV.B.2.2. Demonstrate Close-Quarter-Combat Tactics and Techniques Using a Handgun.

Notes to instructor:

This training objective should be taught consistent with the Subject Control Module (IV.C.4.4.(n)). Although IV.B.2.2. is not a pass/fail objective, the recruits should demonstrate the ability to draw and accurately place shots utilizing the concepts emphasized in the subject control module (i.e., tucked shooting position, support hand safety, natural movements, moving off-line, convulsive grip, neutralizing the threat, and utilizing cover when appropriate). This can be accomplished using live fire, marking cartridges, laser based weapons, or other new and evolving technology. The important issue when training in CQC tactics and techniques, whether using live fire or other technology, is to maintain recruit safety and reduce risk on the range.

IV.B.2.3. Discharge a Firearm in Low Light Levels.

- a. Minimizes the limitations of artificial lighting for personal advantage:
 - (1) attempts to establish and maintain night vision by avoiding looking at lights;
 - (2) uses existing light for personal advantage;
 - (3) uses darkness for concealment:
 - (a) avoids being back lighted;
 - (b) avoids back lighting other officers;
 - (4) uses flashlights so as not to target self to suspect; and
 - (5) uses flashlight to impair suspect's night vision.
- b. Minimizes the limitations of shooting accurately at night:
 - (1) uses flashlight to assist in target acquisition;
 - (2) using suspect's muzzle flash to identify target; and
 - (3) uses muzzle flash to assist in attaining sight picture.
- c. Minimizes vulnerability after discharging a firearm by shooting and moving.
- d. Prepares for engagements in low light during the day:
 - (1) has flashlight accessible at all times; and
 - (2) uses available existing light.
- e. Considers use and limitations of night sights and other low light aids.

IV.B.2.4. Perform Proper Care and Maintenance for Firearms.

- a. Handles a firearm safely (e.g., never points at anything not to be shot).
- b. Performs daily inspection of a firearm's system for serviceability and functionality:
 - (1) inspects for cleanliness and damage;
 - (2) inspects for proper lubrication (is aware of improper and excess lubrication on ammunition);
 - (3) inspects each round of ammo for visible defects;
 - (4) assures that all firearms are fully loaded with proper ammunition;
 - (5) inspects leather gear for serviceability and excessive wear; and
 - (6) inspects locking racks for access and functionality.
- c. Has weapons inspected periodically (e.g., annually) by a certified armorer.
- d. Secures a firearm safely when not in use.

IV.B.2.5. Draw a Firearm Efficiently and Safely.

- a. Makes the firearm accessible.
- b. Grips the firearm properly for shooting it.
- c. Moves the firearm to clear holster, or gun rack.
- d. Maintains eye contact with the potential adversary.
- e. Releases safety, if so equipped, with finger outside the trigger guard.
- f. Presents the firearm to the appropriate target efficiently and safely.

IV.B.2.6. Holsters a Firearm Effectively.

- a. Holsters the firearm quickly, smoothly, with a minimum of motion using one hand, never raising the barrel above horizontal.
- b. Maintains eye contact on area of responsibility.
- c. Keeps finger off the trigger.
- d. Decocks the firearm where appropriate.
- e. Place hand over end of hammer or end of slide.
- f. Secures handgun in the holster as appropriate.

IV.B.2.7. Assess a Threat Level to Self or Others to Determine if it is Life Threatening.

- a. Scans area of responsibility for threats.
- b. Identifies a threat (life threatening or great bodily harm) to self or others.
- c. Moves or takes cover.
- d. Determines that the threat is valid.
- e. Issues a verbal command to instruct or warn, if appropriate.
- f. Considers background and other factors.

IV.B.2.8. Use Cover/Concealment in a Life Threatening Situation.

- a. Identifies sources of cover (e.g., solid barriers, poles).
- b. Identifies sources of concealment (e.g., bushes, shadows).
- c. Takes cover.
 - (1) Uses concealment only if cover is not available.
 - (2) Uses concealment to reach cover.
- d. Lowers profile, if cover and/or concealment are not available.
- e. Protects cover and/or concealment from disclosure to the target (e.g., avoids having concealment voided by back lighting).
- f. Changes location only for a better option.
- g. Maintains distance from cover for best optical effect on the suspect.

IV.B.2.9. Neutralize All Life Threatening Threats to Self or Others.

- a. Engages target:
 - (1) assumes an appropriate shooting position; and
 - (2) secures a snap sight picture.
- b. Discharges the firearm at threats.
- c. Continues to fire until threats are neutralized:
 - (1) reloads the firearm as necessary;
 - (2) takes corrective action if the firearm stops functioning; and
 - (3) reassesses tactical positioning.
- d. Scans field of fire for possible additional adversaries:
 - (1) looks up and down; and
 - (2) looks from side to side.

IV.B.2.10. Demonstrate Proficiency in Tactical Marksmanship.

- a. Demonstrates proper use of firearms:
 - (1) loads and unloads firearms properly; and
 - (2) uses single and double action capabilities of a semi-auto.
- b. Verifies continuously that firearms are loaded and functional.
- c. Selects an appropriate firearm to be discharged (e.g., handgun, shotgun or rifle) by considering:
 - (1) the type of firearm in suspect's possession;
 - (2) the presence of bystanders;
 - (3) the geographical location of the confrontation; and
 - (4) departmental policy.
- d. Uses verbal commands, when feasible, to instruct and/or warn others that a firearm is going to be discharged.
- e. Controls emotions:
 - (1) maintains proper safety procedures;
 - (2) maintains accuracy; and
 - (3) makes use of protective cover.
- f. Discharges the firearm from protective cover, when available.
- g. Displays correct emergency procedures if the firearm ceases to function when discharging it:
 - (1) attempts to clear stoppage;
 - (2) uses a tactical retreat when appropriate; and
 - (3) considers using a backup or alternate firearm, if available, if stoppage cannot be cleared.
- h. Demonstrates proficient use of the firearm to meet an acceptable standard by shooting accurately while maintaining control.
- i. Scores minimum acceptable score on target at various distances.

Module History:

Revised 01/10

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: B. Firearms

Module Title: 3. FIREARM SKILLS ASSESSMENT

Hours: 8

Notes to Instructor:

Module Objectives:

IV.B.3.1. Demonstrate Proficiency in Firearms Skills by Attaining a Passing Score on all Phases of the Mandatory Final Assessment.

- a. Attains a documented passing score on all 20 dimensions of assessment for handgun and all 10 dimensions of assessment for shotgun.
- b. Attains a passing score on handgun marksmanship in full light.
- c. Attains a passing score on both close and intermediate handgun combat in full light.
- d. Attains a passing score on both close and intermediate handgun combat in low light.
- e. Attains a passing score on shotgun in full light.

Basic Training Module Specifications

<u>Functional Area</u>	IV. Police Skills
<u>Subject Area:</u>	B. Firearms
<u>Module Title:</u>	4. PATROL RIFLE
<u>Hours:</u>	12

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in patrol rifle or long rifle training. Completion of a firearms instructor course in this content area, or similar course, is recommended.

MCOLES intends for these training objectives to be taught at the introductory level for basic recruit training. In other words, the objectives are essentially an introduction to patrol rifle competencies. It should be emphasized that the objectives do not fulfill any statewide patrol rifle “certification” requirements. Accordingly, it is expected that local law enforcement agencies will provide the necessary and relevant in-service training in this topic to their officers depending on individual needs, organizational policies and procedures, and equipment.

Module Objectives start on the next page:

IV.B.4.1 Participate in a Classroom Facilitated Discussion of a Critical Situation that Includes the Decision to Use the Patrol Rifle.

- a. Using a table-top scenario (see session I of the Facilitator Guide), actively participates in a facilitated discussion of a reality-based critical situation, by discussing:
 - (1) the nature of the problem;
 - (2) the skills or knowledge necessary to handle the situation;
 - (3) various possible responses to the situation; and
 - (4) how effective the selected responses are in handling the situation.

Notes to Instructor:

The purpose of the facilitated discussion is to give the students an opportunity to evaluate a real life incident using critical thinking skills. The class discussion is not meant to be a substitute for practical exercises on the range. Instead, instructors, as facilitators, are urged to use class discussion to enhance the participants' critical thinking and decision making competencies.

Placing this objective as the first training objective in the patrol rifle module is intentional. Understandably, the students will not have had specific training in patrol rifle, but they will still be able to make contributions to the discussion. Note sub-objective (2) above. Through brainstorming, elicit from the students what skills will be needed to handle a situation that calls for the use of a patrol rifle. The scenario provides context for the subsequent training objectives and "sets the stage" for the continued learning.

A relevant video may be used as a substitute for the table-top scenario, however, instructors must ensure that a meaningful discussion takes place in the classroom.

[See Facilitator Guide]

IV.B.4.2 Identify Common Characteristics of Patrol Rifles.

- a. Defines patrol rifle, or carbine, as used by many law enforcement agencies, as a weapon with the following common characteristics:
 - (1) semi-automatic;
 - (2) magazine-fed (usually external);
 - (3) gas operated;
 - (4) intermediate power;
 - (5) .223 or .30 caliber (on average);
 - (6) 18 to 24 inch barrel length (on average).
- b. Identifies the common types of rifles:
 - (1) semi-automatic;
 - (2) bolt action, where the shooter manually chambers a round;
 - (3) pump action, where a hand-grip pump chambers a round;
 - (4) lever operated, where a lever located under the trigger guard chambers a round;
 - (5) selective fire, including the ability to shoot auto and semi-auto;
 - (6) pistol caliber v. rifle caliber.
- c. Recognizes the common models of semi-automatic rifles used by law enforcement agencies, including:
 - (1) Colt AR-15;
 - (2) Remington .223;
 - (3) Ruger Mini-14 .223;
 - (4) Heckler-Koch G36; and
 - (5) other common types of patrol rifles.
- d. Identifies the major components of a typical patrol rifle and the functions of each:
 - (1) barrel, as the metal, cylindrical part of the firearm through which the bullet travels;
 - (2) butt, as the larger end of the rifle that enables placement against the shoulder when shooting;
 - (3) chamber, as the enclosed space at the bore of the rifle that holds the round;
 - (4) charging handle, as the device that withdraws the bolt to chamber a round;
 - (5) extractor, as the mechanism that pulls spent round from the chamber;
 - (6) ejector, as the mechanism that causes an empty shell or live round to be expelled from the rifle;
 - (7) magazine, as the device that holds the live rounds;
 - (8) safety, as the device that prevents the rifle from firing;
 - (9) sights, as the devices used to aim the rifle (front and rear);
 - (10) trigger, as a lever, when pulled manually by the finger, will fire the weapon; and
 - (11) trigger guard, as the part of the rifle that protects the trigger.

IV.B.4.2 Identify Common Characteristics of Patrol Rifles. (continued)

- e. Describes the basic operations of the patrol rifle, including:
 - (1) administrative loading/unloading;
 - (2) emergency reloading;
 - (3) tactical reloading;
 - (4) adjusting sights; and
 - (5) use of sling.

IV.B.4.3 Determine When to Deploy the Patrol Rifle.

- a. Lists the potential advantages of using a patrol rifle on the scene, including:
 - (1) extended range;
 - (2) faster reloading capability;
 - (3) greater long-range accuracy;
 - (4) increased stability;
 - (5) mild recoil and ease of operation;
 - (6) increased penetration (into body armor, e.g.); and
 - (7) the potential for reduced liability (one round v. buckshot, e.g.).
- b. Lists the potential disadvantages of using a patrol rifle on the scene, including:
 - (1) longer ballistic range in close quarters;
 - (2) potential increased danger to bystanders;
 - (3) additional training needed;
 - (4) departmental expense and logistics; and
 - (5) inability to deliver special munitions (non-lethal, e.g.).
- c. Evaluates the use of the patrol rifle in certain critical situations, including:
 - (1) hostage incidents;
 - (2) extended perimeters;
 - (3) sniper incidents;
 - (4) armed encounters;
 - (5) calls involving weapons; and
 - (6) other critical incidents.
- d. Recognizes how local agency policies and procedures or departmental standard operating procedures affect the decision to deploy a patrol rifle by a responding officer.

IV.B.4.4 Demonstrate an Understanding of the Fundamentals of Marksmanship.

- a. Defines the fundamentals of marksmanship as:
 - (1) sight alignment, as the relationship of the front and rear sights, where the shooter looks through the notch of the rear sight and centers the front sight into the notch by using a proper stock/cheek weld;
 - (2) sight picture, as the connection among the rear sight, front sight, and the target, where the shooter focuses the sights on the target using the dominant eye;
 - (3) trigger control, as the steadily pulling the trigger without disturbing the perceived aim;
 - (4) breath control, as preventing the rifle from moving up and down by breathing normally during shooting, including using a normal respiratory pause;
 - (5) follow-through, as maintaining the sight picture momentarily even after the round has been fired to ensure that there is no undue movement; and
 - (6) concentration, as paying special attention to the fundamentals of marksmanship, particularly during shootings in real-life situations.
- b. Demonstrates the common shooting positions when firing the patrol rifle, by assuming a:
 - (1) standing position, by
 - (a) placing feet shoulder width apart in an upright position;
 - (b) placing the stock high against the shoulder;
 - (c) holding the support hand under the stock (fore-end);
 - (d) properly aiming the weapon from the position;
 - (2) high-kneeling position, by
 - (a) dropping the dominate knee to the ground;
 - (b) extending the weak leg toward the target;
 - (c) shouldering the weapon;
 - (d) keeping the back straight; and
 - (e) properly aiming the weapon from the position;
 - (3) prone position, by
 - (a) lowering the strong elbow onto the ground so shoulders are level;
 - (b) positioning the rifle to attain proper sight alignment;
 - (c) placing the ankles flat on the ground with legs spread; and
 - (d) bending the strong-side leg slightly; and
 - (e) keeping the body positioned behind the rifle; and
 - (4) barricade position, by
 - (a) stepping behind a barricade to make a smaller target; and
 - (b) not letting the rifle touch the surface of the barricade.

IV.B.4.4 Demonstrate an Understanding of the Fundamentals of Marksmanship.
(continued)

- c. Considers that sight alignment, trigger control, and breath control must be maintained while shooting in various positions and that the selection of the position will be determined by the facts of each individual situation.
- d. Considers that marksmanship is a “perishable” skill and may degrade over time unless practiced and honed.

IV.B.4.5 Demonstrate an Understanding of the Operations of the Patrol Rifle.

- a. Prepares for firing by loading the patrol rifle or carbine:
 - (1) grips the rifle properly and safely, pointing the muzzle in a safe direction;
 - (2) places the safety in the “on” or “safe” position;
 - (3) inserts a loaded magazine into the magazine well (projectile toward barrel);
 - (4) cycles the bolt to feed a round into the chamber;
 - (5) places the safety in the “off” position; and
 - (6) assumes a ready position.
- b. Unloads the patrol rifle or carbine:
 - (1) points muzzle in safe direction;
 - (2) places safety in the “on” or “safe” position;
 - (3) activates the magazine release button;
 - (4) ejects the magazine;
 - (5) cycles or withdraws the bolt fully to the rear;
 - (6) locks bolt to rear; and
 - (7) inspects the chamber visually to ensure it is clear of all ammunition.
- c. Explains that combat loading includes:
 - (1) releasing the empty magazine;
 - (2) inserting a fully-loaded magazine;
 - (3) cycling the bolt; and
 - (4) continuing to fire under stressful conditions, if necessary.
- d. Explains that tactical loading includes:
 - (1) releasing a partially loaded magazine;
 - (2) inserting a fully loaded magazine;
 - (3) continuing to fire, if necessary; and
 - (4) retaining the partially expended magazine.
- e. Performs a safety or function check of the patrol rifle, by:
 - (1) pointing the rifle in a safe direction;
 - (2) unloading rifle and visually and physically checking the chamber;
 - (3) pulling the charging handle to rear and releasing;
 - (4) pulling the trigger while on safe (nothing should happen);
 - (5) pulling the trigger while safe is off (click should be heard);

IV.B.4.5 Demonstrate an Understanding of the Operations of the Patrol Rifle.
(continued)

- (6) holding trigger to rear, pulling and releasing handle (click should be heard); and
- (7) releasing and pulling trigger (click should be heard).

- f. Explains sight adjustment, which includes
 - (1) adjusting the rear sights of the rifle;
 - (2) ensuring proper elevation and windage;
 - (3) placing shots accurately in the center of the target from a known distance.

- g. Clears malfunctions by initiating common techniques;
 - (1) fail to feed – tap magazine, rack action, and continue;
 - (2) fail to fire – tap magazine, rack action, and continue;
 - (3) fail to eject – take magazine out, cycle bolt, visually check chamber, continue;
 - (4) fail to extract – remove magazine, cycle bolt, load chamber, continue; and
 - (5) makes a transition to handgun if unable to clear malfunction in a timely manner.

Notes to Instructor:

For sub-objective (f), the students are not required to *zero* or *sight* the rifle. However, the students should understand the concept and be prepared to follow the procedures of their individual agencies, per departmental policies and procedures.

IV.B.4.6 Demonstrate a Working Knowledge of Rifle Ammunition.

- a. Identifies the types and functions of various ammunition:
 - (1) describes the components of a round as:
 - (a) projectile or bullet;
 - (b) case or casing
 - (c) primer;
 - (d) rim; and
 - (e) powder charge;
 - (2) describes the size of ammunition as its caliber, as measured in inches (e.g., .223) or millimeters (e.g., 5.56);
 - (3) describes the types of rounds as:
 - (a) jacketed lead, composed of a solid lead bullet with a rounded nose;
 - (b) full metal jacket, which includes a fully encased bullet producing increased muzzle velocity;
 - (c) soft point, consisting of exposed soft lead with slower expansion capabilities on impact; and
 - (d) hollow point, meant to expand when entering the target;
 - (4) describes terminology related to external and terminal ballistics:
 - (a) range, as the total distance a round can travel;
 - (b) drop, as gravity causing the projectile to dip below the line of sight;
 - (c) terminal effects, as what happens when the round hits the intended target;
 - (d) muzzle velocity, as the speed of a bullet exiting the muzzle, as measured in feet-per-second;
 - (e) line of sight, as a conceptual line from the eye through the sights to the target; and
 - (f) line of trajectory, as the slightly curved path of a projectile in flight; and
 - (5) considers that some patrol rifle ammunition has the capability of piercing protective body armor.

IV.B.4.7 Employs Sound Tactics When Responding to Critical Situations.

- a. Evaluates when to use the patrol rifle by considering;
 - (1) officer safety and the safety of others;
 - (2) the totality of circumstances;
 - (3) whether the use of deadly force may be justified;
 - (4) the nature and seriousness of the situation;
 - (5) the presence of bystanders or innocent onlookers;
 - (6) whether their actions will be considered objectively reasonable;
 - (7) the ability to place an effective shot; and
 - (8) the backdrop, including low-light conditions.
- b. Recognizes the importance of cover and concealment when responding to a dangerous firearms situation:
 - (1) concealment, which refers to not being seen by a suspect, but offers little physical protection in a shooting; concealment may include:
 - (a) bushes;
 - (b) brush;
 - (c) small trees; and
 - (d) shadows;
 - (2) cover, which pertains to physical protection from hostile fire and may include:
 - (a) vehicles;
 - (b) cement curbs;
 - (c) patrol vehicles;
 - (d) concrete utility poles; and
 - (e) various barricades;
 - (3) low profile, used when cover and concealment are not available; and
 - (4) tactical retreat from the situation, when appropriate.
- c. Demonstrates the importance of being able to change cover or concealment while armed with a patrol rifle, and being able to reload under fire, depending on the rapidly changing nature of the circumstances.

Notes to Instructor:

Officer safety is an essential component of any law enforcement training session. What may be missing from skills training, however, is the idea that making proper officer safety decisions can also slow a rapidly evolving situation into a time frame that allows for improved decision making. For instance, appropriate positioning on a felony traffic stop not only provides a level of officer safety, it also slows the situation itself to a manageable level and causes things to happen one step at a time. By performing as trained, the officers can greatly improve their ability to read the intentions of the suspects. Remember, the idea is to emphasize what officers can do *before* they encounter a suspect by performing as trained. Students must be made aware of this concept.

IV.B.4.8 Secure a Rifle at a Scene.

- a. Requests assistance from a knowledgeable officer when securing an unfamiliar rifle.
- b. Makes visual assessment of the rifle to be secured:
 - (1) inspects for mechanical safety device; and
 - (2) pays attention to live, empty, and fired rounds.
- c. Takes physical control of a rifle with due regard for its potential as evidence:
 - (1) points rifle in safe direction;
 - (2) places the safety in the “on” position;
 - (3) activates the magazine release;
 - (4) ejects the magazine;
 - (5) cycles the bolt to the rear; and
 - (6) inspects chamber visually and physically.
- d. Removes ammunition and again inspects the chamber visually and physically.
- e. Secures the rifle physically (e.g., locked containers).

IV.B.4.9 Satisfactorily Completes the MCOLES Patrol Rifle Course of Fire that Meets or Exceeds an Established Standard.

- a. Passes the MCOLES patrol rifle proficiency course that includes:
 - (1) three shooting positions, including:
 - (a) standing;
 - (b) kneeling; and
 - (c) prone;
 - (2) fixed distances of 25 yards, 15 yards, and 5 yards;
 - (3) a discussion of movement during target engagement;
 - (4) precision shooting, used when:
 - (a) the suspect is not in close proximity;
 - (b) there is little stress to shoot;
 - (c) time is not a factor; and
 - (d) no active engagement is involved;
 - (5) reactive shooting, used when:
 - (a) the suspect is in close proximity;
 - (b) the suspect is actively engaging the officer;
 - (c) high stress levels are present; and
 - (d) quick, but appropriate, decision-making is necessary.
- b. Demonstrates compliance with general range safety rules:
 - (1) obeys all commands immediately;
 - (2) points the rifle down range when loading or unloading;
 - (3) observes “cease fire” command;
 - (4) handles rifle on the range only at the direction of the instructor;
 - (5) secures firearm properly before scoring the target; and
 - (6) places finger in the trigger guard only when intending to pull the trigger.

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	C. Police Physical Skills
<u>Module Title:</u>	1. MECHANICS OF ARREST AND SEARCH
<u>Hours:</u>	8

Notes to Instructor:

Review the legal basis for the objectives but the emphasis should be on techniques.

Module Objectives:

IV.C.1.1. Conduct a Frisk or Pat Down.

- a. Determines that there is reasonable suspicion to justify a stop and frisk:
 - (1) believes that suspect may be armed and presently dangerous; and
 - (2) believes that a crime is about to be or has been committed; or
 - (3) the officer can articulate an objective and reasonable belief that the suspect is potentially dangerous.
- b. Stops the suspect if there is reasonable suspicion for the stop.
- c. Informs the suspect of the reason for the stop, if appropriate.
- d. Orders the suspect to assume an appropriate position for the pat down.
- e. Conducts the pat down for weapons and possible weapons, paying specific attention to armpits, waistband, groin area, middle of back, hats, etc.
- f. Seizes any possible weapon, if found and continues to search.
- g. Identifies suspect of stop and pat down before releasing him/her, if there is no cause to affect an arrest.

IV.C.1.2. Execute the Arrest of a Person.

- a. Advises the person that he/she is under arrest.
- b. Takes the person into physical custody.
- c. Uses the amount and type of force appropriate to complete the arrest:
 - (1) uses only that force necessary to control the situation;
 - (2) this may mean avoiding a confrontation until adequate backup is available.

IV.C.1.3. Handcuff a Suspect or Prisoner.

- a. Controls subject through the use of commands and/or physical force, so that he/she is in position to be handcuffed.
 - (1) ensures subject is under control prior to handcuffing.
- b. Places subject in appropriate position to be handcuffed (e.g., spread-eagle, prone, kneeling, standing).
- c. Applies handcuffs to subject so that the prisoner is securely restrained (i.e., locked securely, but sufficiently loose so that the subject is not injured.)
- d. Ensures subject handcuffed behind back, double locked, palms out.
- e. Demonstrates an understanding of the procedures that should be used to prevent Police Custody Death Syndrome (PCDS) by:
 - (1) using restraints and/or procedures that will not place the subject in a position where breathing will be dangerously impaired (e.g., head down with chin on chest);
 - (2) recognizing the signs and symptoms associated with PCDS (e.g., bizarre, aggressive behavior, shouting, paranoia, panic, violent behavior, use of drugs and/or alcohol, unexpected physical strength, obesity, sudden tranquillity, ineffectiveness of chemical agents, etc.);
 - (3) seeking medical assistance when appropriate
- f. Handcuffs subjects transported long distances in front only, if a belly chain used.

IV.C.1.4. Conduct a Field Search of Arrested Persons.

- a. Evaluates degree to which suspect may resist search based on nature of offense, number of suspects and number of officers present.
- b. Positions searching officer and covering officer(s) to maintain an open line of fire in the event of resistance.
- c. Places suspect in position where officer can maintain physical control (e.g., spread-eagle, prone or standing, kneeling, etc.).
- d. Handcuffs suspect prior to searching.
- e. Conducts a systematic search of suspect starting at head and working down, paying specific attention to groin, armpits, waistband, middle of back, etc.
- f. Seizes any weapons, contraband, evidence, or fruits of a crime found in the field search.
- g. Segregates searched suspects from unsearched suspects.

IV.C.1.5. Conduct a Custodial Search.

- a. Requests prisoner to remove all personal property.
- b. Searches prisoner systematically, removing all property (e.g., belt, money, jewelry, contraband).
- c. Inventories prisoner's personal property following departmental procedures (e.g., counts all money in prisoner's possession, lists all property on inventory sheet, requests prisoner to verify inventory list, stores prisoner's property).
- d. Seizes evidence discovered during the custodial search including weapons, contraband, and fruits of a crime.
- e. Documents the articles seized during the custodial search to preserve the chain of evidence (e.g., tags evidence, writes report, initials evidence).
- f. Delivers evidence to the proper authorities for further processing (e.g., crime lab, arresting officer) ensuring that the chain of evidence is preserved.

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	C. Police Physical Skills
<u>Module Title:</u>	2. POLICE TACTICAL TECHNIQUES
<u>Hours:</u>	5

Notes to Instructor:

The film or videotape "Pursuing Suspects on Foot" F26 or VT84 is available from the MCOLES Law Enforcement Resource Center.

Module Objectives:

IV.C.2.1. Pursue a Fleeing Suspect on Foot.

- a. Notifies dispatcher of intentions to chase.
- b. Evaluates the situation to determine:
 - (1) if there are potential hazards, (e.g., the possibility of an ambush),
 - (2) if obstacles exist,
 - (3) the type of terrain,
 - (4) if there are shortcuts, and
 - (5) if other persons are present who may assist or interfere.
 - (6) makes use of available cover and uses appropriate tactics to minimize risk.
- c. Pursues suspect on foot, recognizing that certain limitations exist (e.g., the officer's physical condition, the subject's physical skills) and paces self accordingly.
- d. Remembers that safety of officers and citizens are paramount and pursuit should be terminated rather than cause exposure to unreasonable risk.

IV.C.2.2. Break Through a Door Using Force.

- a. Evaluates the construction of the door and the setting (e.g., the possibility of an armed person or dangerous animal on other side, how the door is hinged, etc.). Body armor and specialized equipment should be employed in high risk situations.
- b. Determines method to be used to break through door (e.g., uses physical strength, rams, pries, uses sledge hammer, etc.).
- c. Uses physical force to break through door (e.g., own physical resources and/or use of equipment).
- d. Initiates forced entries in high risk situations only with a backup.

IV.C.2.3. Use Cover and Concealment to Ensure Officer Survival.

- a. Distinguishes between cover and concealment.
 - (1) identifies commonly encountered objects that are good cover.
 - (2) identifies commonly encountered objects that offer concealment but not cover.
- b. Uses available cover to best advantage:
 - (1) recognizes that to continually appear from the same spot is to seriously negate the value of the cover;
 - (2) does not leave cover unless a destination has been decided on; moves from one covered position to another covered position;
 - (3) does not leave cover with a partially-loaded weapon; dumps rounds on the ground and reloads;
 - (4) tracks subject to protect covered position;
 - (5) maintains cover even if the attacker is down:
 - (a) calls for a backup and lets the backup approach the downed subject.
- c. Uses available concealment to best advantage:
 - (1) recognizes the advantages of concealment:
 - (a) offers limited protection from observation of suspect;
 - (b) allows time to observe suspect location and movement;
 - (c) allows time to identify a covered position;
 - (d) allows time to direct other officers' positioning.
 - (2) recognizes the limitations of concealment:
 - (a) offers limited protection from a suspect on the move;
 - (b) provides no protection from lines of fire;
 - (c) offers no protection if the suspect(s) observed movement into the position of concealment.
 - (3) seeks cover to replace concealment when possible.

IV.C.2.4. Use Light Effectively.

- a. Uses flashlight effectively and safely:
 - (1) positions flashlight away from body;
 - (2) uses flashlight intermittently;
 - (3) moves after using flashlight;
 - (4) does not create silhouettes.
- b. Uses environmental light effectively:
 - (1) does not create a silhouette;
 - (2) allows eyes to adjust to low light levels;
 - (3) acts to protect night vision;
 - (4) uses shadows to personal advantage.

IV.C.2.5. Protect Handgun Using Weapons Retention Techniques.

- a. Uses preventive measures to keep a subject from taking the handgun.
 - (1) maintains approximately six (6) feet of distance between the subject and self.
 - (2) positions the body with the weapon away from the subject.
 - (3) maintains good balance to facilitate a strong response, if needed.
 - (4) keeps the weapon secured in the holster.
- b. Uses offensive techniques to retain the holstered handgun when a subject attempts to take it.
 - (1) secures and traps the weapon in the holster by grabbing the subject's hand(s) and forcing the weapon down and back into the holster.
 - (2) disengages the subject's grip from the weapon while retaining the weapon using leverage or striking techniques.
- c. Uses offensive techniques to recover an unholstered handgun when a subject attempts to take the weapon.
 - (1) disengages the subject's grip from the weapon using leverage, striking or any other technique which proves effective.
 - (2) keeps muzzle pointed away from self.

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	C. Police Physical Skills
<u>Module Title:</u>	3. APPLICATION OF SUBJECT CONTROL
<u>Hours:</u>	4

Notes to Instructor:

These training objectives are to be used in conjunction with the MCOLES Subject Control Continuum (SCC) and the 10 minute video “Subject Control Continuum.” Trainees will need ready access to the continuum during the training.

Module Objectives:

Upon completion of this module, the officer will be able to:

IV.C.3.1. Demonstrate an Understanding of the Law as it Relates to the Use of Force.

- a. Identifies that in order for an officer to use force there must be a legal basis for the initial contact or intrusion.
- b. Describes that an officer’s duty is to uphold the law and is not required to retreat from an arrest or confrontation situation by reason of resistance shown.
- c. Identifies that only that force (control methods) reasonably **necessary** to apprehend a suspect may be used (People v McCord, 76 Mich 200 (1889); Werner v Hartfelder, 113 Mich App 747 (1982)).
- d. Describes that force (control methods) must be used in an “**objectively reasonable**” manner in light of the facts and circumstances (Totality of the Circumstances) surrounding the officer, consistent with Graham v Connor, 109 S.Ct. 1865 (1989):
 - (1) defines reasonableness as being determined by:
 - (a) balancing the nature and quality of the intrusion with the need for governmental action;
 - (b) the severity of the crime at issue;

IV.C.3.1. Demonstrate an Understanding of the Law as it Relates to the Use of Force.
(continued)

- (c) whether the suspect poses an immediate threat to the safety of officers or others;
 - (d) whether the suspect is actively resisting arrest or attempting to evade arrest by flight;
 - (e) a reasonable officer on the scene, rather than 20/20 hindsight; and
 - (f) the fact that police officers are often forced to make split second judgments under circumstances that are tense, uncertain, and rapidly evolving; and
 - (2) identifies that the reasonableness of the use of force is judged at the moment the force was used.
- e. Describes deadly force as any force used by an officer (against another person) that has a reasonable probability to cause death.
- f. Describes non-lethal force as force used by an officer that will not reasonably be expected, or have the likely potential, to cause death.
- g. Identifies that deadly force may be used under the following conditions:
- (1) in self-defense when the officer has reason to believe he is in imminent danger of death or great bodily harm;
 - (2) in defense of another when the officer has reason to believe there is imminent danger of death or great bodily harm;
 - (3) to apprehend a fleeing felon where the officer has probable cause to believe that: (Tennessee v Garner, 105 S.Ct. 1694 (1985), Washington v Starke 173 MichApp 230 (1988)).
 - (a) the suspect has threatened an officer with a weapon; **or** the officer has probable cause to believe that the suspect has committed a crime involving the infliction or threatened infliction of serious physical harm;
 - (b) the use of deadly force is necessary to prevent the suspect's escape; and
 - (c) if feasible, some warning has been given.
 - (4) on other occasions covered by departmental policy (e.g., shoots injured animals).
- h. Describes departmental policy as also defining the circumstances where force may be used.

IV.C.3.2. Demonstrate an Understanding of the MCOLES Subject Control Continuum (SCC).

- a. Defines the terms listed on the Continuum:
- (1) **Active Aggression** - Physical actions/assaults against the officer with less than deadly force (e.g., advancing, challenging, punching, kicking, grabbing, wrestling, etc.).
 - (2) **Active Resistance** - Any action by a subject that attempts to prevent an officer from gaining control of the subject. (e.g., pulling/pushing away, blocking, etc.).
 - (3) **Compliance Controls** - Soft Empty Hand Techniques (e.g., joint lock, pressure points, etc.); Compliance Control Devices (e.g., Do-Rite, baton, Kubotan, PR-24, etc., **when used as a compliance control device rather than as an impact weapon**).
 - (4) **Control** - is established when the subject's unlawful action(s) are neutralized and no longer pose a threat to the officer, himself, and/or others.
 - (5) **Deadly Force Assault** – Any force used by a subject (against an officer or another person) that may result in great bodily harm or the loss of human life.
 - (6) **Deadly Force Response** – Any force used by an officer (against another person) that has a reasonable probability to cause death.
 - (7) **De-escalation of Force** - is the officer's decreased control response to a subject's decreased level of resistance or aggressive action (This does not mean to imply the officer must ease all control. Control must be maintained at an appropriate level).
 - (8) **Escalation of Force** - is the officer's increased reasonable and necessary control response to a subject's increased level of resistance or aggressive action when the level of force being used is insufficient to stop or control the resistance or aggressive action.
 - (9) **Force** - is the attempt to establish control through physical means, in the presence of resistance.
 - (10) **Inactive Resistance** - Resistance that may include psychological intimidation and/or verbal resistance. (e.g., blank stare, clenching of fist(s), tightening of jaw muscles, etc.).
 - (11) **Intermediate Controls** - Intermediate Weapons (i.e., impact weapons).
 - (12) **Objective Reasonableness** - is the officer's action consistent with the actions another officer would take given the same circumstances.
 - (13) **Officer Presence/Verbal Direction** - Identification of Authority (i.e., uniformed presence, or identification as a police officer) Verbal Direction (e.g., for arrest or to control subject's movements) Use of Restraint Devices (e.g., Compliant Handcuffing).

IV.C.3.2. Demonstrate an Understanding of the MCOLES Subject Control Continuum (SCC). (continued)

- (14) **Officer Response** - Is the officer's lawful action taken to gain control of a subject whose unlawful actions create a dangerous situation for the officer or others, or the subject is attempting to defeat the officer's attempt to gain control.
- (15) **Passive Resistance** - Any type of resistance whereby the subject does not attempt to defeat the officer's attempt to touch and control the subject, but still will not voluntarily comply with verbal and physical attempts of control. (e.g., dead weight, doesn't react to verbal commands, etc.)
- (16) **Physical Controls** - Hard Empty Hand Techniques (e.g., strikes, take downs, etc.)
- (17) **Subject Action** - Unlawful actions (verbal or physical) taken by a subject to defeat an officer's attempt to gain control of the subject during an arrest or confrontational situation. **The subject's action, combined with the totality of circumstances, determines the officer's response.**
- (18) **Totality of Circumstances** - All the facts and circumstances confronting the officer, at the time the force is used. These include, but are not limited to:
 - (a) type of crime committed or attempted,
 - (b) relative size/stature of subject(s),
 - (c) exigent conditions: number of officers on scene, number of subjects involved, and availability of back-up;
 - (d) relative strength;
 - (e) subject(s) access to weapons;
 - (f) subject(s) under the influence of alcohol or drugs;
 - (g) exceptional abilities/skills (e.g., martial arts);
 - (h) injury to, or exhaustion of the officer;
 - (i) weather or terrain conditions;
 - (j) immediacy of danger;
 - (k) distance from the subject;
 - (l) special knowledge (e.g., subject's prior history of violence, etc.);
 - (m) reaction time: the officer must consider that action is faster than reaction, thus the officer must pay attention.

IV.C.3.2. Demonstrate an Understanding of the MCOLES Subject Control Continuum (SCC) (continued)

- (n) reactionary gap: officers should be cognizant of, and utilize a reactionary gap during all police/subject contacts. The reactionary gap is defined as a safety zone between the officer and subject which affords the officer more time to react to aggression:
 - (i) the minimum distance is six to eight feet;
 - (ii) varies with type of weapon the subject may possess (e.g., minimum 21 feet with edged weapon);
 - (iii) the officer generally has two “Reactionary Options” available:
 - (1) penetrate the gap to attempt control; or
 - (2) disengage to create distance.

IV.C.3.3. Demonstrate an Understanding of the Relationship Between the Use of Force and the MCOLES Subject Control Continuum (SCC).

- a Identifies the Continuum as a general training guideline for controlling subjects in arrest or confrontation situations.
- b Describes the Continuum as graphically displaying that the escalation or de-escalation of resistance by a subject can be sudden and:
 - (1) that resistance and response are dynamic;
 - (2) the subject’s action and the officer’s use of force to control it may fluctuate through out the continuum during any encounter;
 - (3) the officer’s appropriate response may occur anywhere along the continuum which represents an **objectively reasonable** response to the perceived threat (subject’s action(s));
 - (4) the subject’s action(s) is the driving force that dictates the officer’s response;
 - (5) that all the facts and circumstances (Totality of Circumstances) known to the officer at the time, will affect the officers response;

IV.C.3.3. Demonstrate an Understanding of the Relationship Between the Use of Force and the MCOLES Subject Control Continuum (SCC). (continued)

- (6) that as the subject's action(s) become more resistant or aggressive (violent):
 - (a) the officer's response must be sufficient enough to gain control or prevent injury or death to the officer;
 - (b) the officer's use of force must be in proportion to the threat perceived by the officer;
 - (c) the officer's options for control of the subject become limited;
 - (d) the potential for injury to the officer, subject, and others increases; and
 - (e) the immediacy of a decisive and appropriate response is critical.
- (7) that as the subject's action(s) ceases and/or resistance is reduced:
 - (a) the officer must still gain and maintain control;
 - (b) the officer must reduce the amount of response force used proportionally; and
 - (c) the officer must be alert and ready to respond to any attempt by the subject to escalate resistance or assault the officer or others.
- (8) that all officer response controls available at the lower end of the continuum are still available as the subject's action escalates;
- (9) that the majority of officer-subject contact is not depicted on the continuum in that:
 - (a) most subject arrests are completed through verbal direction (there is **no resistance** by the subject) and the application of handcuffs; and
 - (b) most officer-subject confrontations where an arrest is not made are resolved peacefully; and
- (10) that the majority of officer-subject contacts which involve subject resistance occur at the lower end (light shaded area) of the continuum.

IV.C.3.4. Demonstrate an Understanding of the Decision Making Process Required to Use the Appropriate Amount of Force in Gaining Control of a Subject.

- a. Assesses the situation by considering the Totality of Circumstances.
- b. Plans for an appropriate response:
 - (1) where reaction time may be very limited (split second):
 - (a) through training, and
 - (b) mental preparation (situation rehearsals).
 - (2) where there is time to analyze and formulate a plan of response.
- c. Takes appropriate response action.

IV.C.3.5. Demonstrate an Understanding of the Concept of Control.

- a. Identifies that control is established when:
 - (1) the subject's resistive or aggressive actions are neutralized; and
 - (2) the subject no longer poses an immediate threat to the officer, himself, or others.
- b. Identifies that control is composed of two elements:
 - (1) the officer must be able to control a subject's actions, and
 - (2) the officer must be in complete control of his/her own emotions and actions because:
 - (a) fair, coolheaded behavior can significantly reduce danger and de-escalate a situation, whereas
 - (b) arrogant, insensitive officer behavior invites hostility and danger and can escalate a situation.
- c. Identifies that self-control is the result of:
 - (1) confidence in the officer's skills and abilities,
 - (2) training, and
 - (3) practice.
- d. Identifies the officer's responsibility to intervene in situations where a fellow officer's actions:
 - (1) indicate a loss of self control and/or
 - (2) the use of force is not proportional to the level of resistance encountered (e.g., "street justice").

IV.C.3.5. Demonstrate an Understanding of the Concept of Control. (continued)

- e.. Identifies that first aid and/or medical treatment may be needed for any person who has a visible injury, complains of an injury, or has been exposed to a chemical agent (e.g., OC spray, CN, CS, etc.) or other less lethal weapons (e.g. electrical device, impact projectile system, etc.) during an arrest/confrontation situation.
- f. Demonstrates an understanding of conditions or procedures that may be associated with sudden in-custody deaths by:
 - (1) using restraints and/or procedures that will not place the subject in a position where breathing will be dangerously impaired (e.g., head down with chin on chest, **transporting subject on stomach**, etc.). Although there is a degree of disagreement amongst the medical community on whether “positional asphyxia” causes in-custody deaths, it may be prudent to limit the use of techniques (e.g., hog-tying) that may restrict breathing. In the event there is no other alternative to using the technique, an officer should be assigned to **continually monitor** the welfare of the subject;
 - (2) recognizing the signs and symptoms that may be associated with sudden in-custody deaths (e.g., bizarre, aggressive behavior, shouting, paranoia, panic, violent behavior, use of drugs and/or alcohol, unexpected physical strength, obesity, sudden tranquillity, ineffectiveness of chemical agents, etc.);
 - (3) carefully monitoring subjects who have been taken into custody, and upon whom force was used;
 - (4) being alert to the subject’s position when monitoring a their condition (get the subject upright or at least on his/her side.), and check for labored breathing, signs of incoherency, functional consciousness (get the person talking), and hyperventilation. If the subject starts to look very sick, states he cannot breathe or complains of being sick, emergency medical treatments should be sought.
 - (5) seeking medical assistance when appropriate.

IV.C.3.6. Write a Report That Documents the Officer's Use of Force.

- a. Identifies that a well written report documenting the use of force is the officer's best defense against excessive force claims.
- b. Utilizes the MCOLES Continuum as a guide while writing a use of force report to:
 - (1) insure that all of the circumstances surrounding the use of force are described, and
 - (2) consistent and correct terminology is used.
- c. Writes the use of force report in accordance with objective II.D.1.5. and includes the following information in detail:
 - (1) the legal basis for the contact or intrusion (lawful authority).
 - (2) the Totality of Circumstances (refer to I.A.1.2.a.(18)) which includes, but is not limited to:
 - (a) the exact description of the original call or reason for contact or intrusion;
 - (b) the subject's action or behavior (including statements),
 - (c) the subject's use of, or access to weapons;
 - (d) the officer's response (e.g., verbal commands, soft empty hand controls, etc.) to control the subject's action;
 - (e) the effectiveness of the control method(s) used; and
 - (f) the subject's response to the officer's attempt at control.
 - (3) Documents in detail any observable injuries, or complaints of injury(ies) to the officer and/or subject by:
 - (a) describing how and when the injury(ies) occurred and the:
 - (i) medical treatment required;
 - (ii) location (e.g., at scene, hospital, etc.) of the medical treatment;
 - (iii) attending medical personnel (e.g., paramedic, nurse, doctor, etc.);
 - (iv) time elapsed between injury and treatment; and
 - (b) photographing the injury(ies).
 - (4) Documents damage to equipment (e.g., uniform, watches, glasses, patrol car, other property, etc.) that resulted from the subject's actions.

IV.C.3.7. Demonstrate an Understanding of the Liability Attached When Officers Use Force to Control a Subject.

- a. Describes that there is a public trust attached to a police officer in that the people expect officers to:
 - (1) be competent in the performance of their duties;
 - (2) serve the public good, not act for personal gain;
 - (3) perform in a non-discriminatory manner and not give preferential treatment; and
 - (4) treat people fairly and not abuse the power of the position.
- b. Identifies that society places a tremendous responsibility on law enforcement officers by granting them permission to use force, up to and including deadly force. (See II.B.1.1.d., pg II-10, Basic Training Curriculum)
- c. Identifies that the general public supports officers in the use of force to effect an arrest or control subjects by:
 - (1) expecting officers to respond with that force reasonably necessary to control the subject; and
 - (2) expecting officers to protect themselves and others from injury or assault.
- d. Describes the following formal sanctions that could result from the use of unreasonable force:
 - (1) verbal reprimand,
 - (2) written warning,
 - (3) suspension,
 - (4) dismissal,
 - (5) criminal charges,
 - (6) civil liability (Personal and Agency)
 - (7) U.S. Federal (1983) Civil Rights Violation.
- e. Identifies the officer's liability if he/she fails to intervene in situations where a fellow officer's actions:
 - (1) indicate a loss of self control and/or
 - (2) the use of force is not proportional to the level of resistance encountered (e.g., "street justice").

IV.C.3.7. Demonstrate an Understanding of the Liability Attached When Officers Use Force to Control a Subject. (continued)

- f. Recognizes "Garrity" rights, involving the Fifth Amendment right against self-incrimination (Garrity v New Jersey, 385 US 93(1967)); if the employer requires a statement:
 - (1) as public officers, law enforcement officers may have civil actions taken against them for an incident occurring in the line of duty; and
 - (2) statements made under threat of discipline or discharge may not be used against the officer in a criminal proceeding, but
 - (3) under some circumstances they may be used against him/her in a civil action.

- g. Describes the best methods to comply with Tennessee v Garner, 105 S.Ct. 1694 (1985) , City of Canton, Ohio v Harris, 109 S. Ct. 998 (1989), and Graham v Connor, 109 S.Ct. 1865 (1989) as:
 - (1) having a valid and up-to-date use of force policy;
 - (2) reading and understanding the use of force policy;
 - (3) reviewing the policy on an annual basis;
 - (4) receiving adequate training in the control method(s) employed (e.g., firearms, chemical agents, impact weapons, etc.); and
 - (5) receiving frequent updates relative to the emerging application of Garner, Canton, and Graham.

Module History:

Revised 4/06
Revised 12/07

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	C. Police Physical Skills
<u>Module Title:</u>	4. SUBJECT CONTROL
<u>Hours:</u>	62

Note to Instructor:

All Use-of-Force coordinators and instructors must familiarize themselves with the overall concept of this standard prior to facilitating Subject Control training. Seeking a reasonable advantage during arrest and confrontational situations should be reinforced as a theme that runs throughout this block of training. This skill area shall be taught in conjunction with Mechanics of Arrest and Search (IV.C.1.), Police Tactical Techniques (IV.C.2.), and Application of Subject Control (IV.C.3.).

The successful demonstration of the fourteen required performance outcomes, listed under Performance Objective IV.C.4.4., is the official pass-fail component of this standard. To pass this skill area, each recruit must demonstrate the ability to satisfactorily achieve all fourteen outcomes during the assessment of this standard.

Performance Objectives:

Upon completion of this module, the officer will be able to:

- Demonstrate an understanding of a survival mindset.
- Demonstrate an understanding of tactical communication.
- Demonstrate an understanding of fear and anger management.
- Demonstrate appropriate tactics and techniques to achieve subject control during arrest and confrontational situations.
- Demonstrate an understanding of post force incident responsibilities and protocol.

Module Objectives:

IV.C.4.1. Demonstrate an Understanding of a Survival Mindset.

Notes to Instructor:

The concern of an officer voluntarily relinquishing control of his/her firearm to a subject and the potential for tragedy shall be specifically addressed and discussed with the students.

- a. Describes a survival mindset as possessing the unwavering will to survive any and all physical confrontations, using any and all available tools including:
 - (1) a positive mental attitude;
 - (2) physical abilities;
 - (3) duty equipment; and
 - (4) the appropriate use of force (up to, and including, deadly force).
- b. Recognizes the following threat cues as indicators of possible danger:
 - (1) subject cues,
 - (2) situational cues, and
 - (3) environmental cues.
- c. Responds to threat cues by:
 - (1) using verbal commands;
 - (2) tactically retreating;
 - (3) waiting for back-up;
 - (4) using contact or cover;
 - (5) applying objectively reasonable force; and
 - (6) employing other appropriate tactics and techniques.
- d. Describes the benefits of physical, mental, and emotional preparation as:
 - (1) competence,
 - (2) confidence, and
 - (3) appropriate response.
- e. Describes the ramifications of the lack of preparation as:
 - (1) incompetence,
 - (2) panic,
 - (3) inappropriate response, and
 - (4) possible liability, injury or death.
- f. Describes the survival mindset of a peace officer as guided by, and deeply rooted in, moral and ethical values, with peacekeeping as a primary objective.

IV.C.4.2. Demonstrate an Understanding of Tactical Communication.

- a. Describes communication in police work as:
 - (1) 5% of the job;
 - (2) 93% non-verbal;
 - (a) tone of voice; and
 - (b) body language; and
 - (3) the foundation of command presence.
- b. Describes tactical communication techniques for subject control as:
 - (1) clear and concise commands;
 - (2) de-escalation techniques (verbal skills);
 - (3) conflict resolution techniques;
 - (4) negotiating;
 - (5) allowing time to comply to officer's commands;
 - (6) non-conflicting commands;
 - (7) appropriate language;
 - (8) adjusting levels of commands [low, medium, high] when current level is deemed ineffective;
 - (9) non-verbal cues; and
 - (10) other tactical communication techniques.
- c. Considers the importance of post (subject control) incident communication with clear and concise:
 - (1) verbal commands;
 - (2) verbal notification and justification (articulation);
 - (3) written documentation and justification; and
 - (4) courtroom testimony and demeanor.

IV.C.4.3. Demonstrate an Understanding of Fear and Anger Management.

- a. Defines fear as:
 - (1) a natural, automatic, emotional response to perceived danger (real or unreal);
 - (2) not a problem until it interferes with the ability to perform effectively;
 - (3) heightened alertness during high risk situations;
 - (4) controllable, which results in courage/bravery; and
 - (5) changing with time and experience (stress inoculation).
- b. Distinguishes the two types of fear by:
 - (1) identifying reasonable fear as:
 - (a) a controlled, legitimate, and manageable fear; and
 - (b) a mechanism that is necessary for officer safety, if it is based on a reasonable perception; and
 - (2) identifying unreasonable fear as:
 - (a) generated in an officer's mind with no direct correlation to facts and situations; and
 - (b) responsible for inappropriate responses, failure to respond, and over reaction.
- c. Recognizes the body's response to fear:
 - (1) adrenaline is released;
 - (2) heart rate increases;
 - (3) blood clotting enzymes flow into the system to minimize damage from wounds;
 - (4) vision and hearing become more acute;
 - (5) breathing increased;
 - (6) muscles tense – skin perspires; and
 - (7) pain thresholds raise.
- d. Identifies the six phases of fear in a dangerous situation:
 - (1) perception of fear;
 - (2) awareness of vulnerability;
 - (3) decision to take action;
 - (4) survival phase;
 - (5) decision to respond; and
 - (6) response phase.

IV.C.4.3. Demonstrate an Understanding of Fear and Anger Management. (continued)

- e. Distinguishes appropriate responses during the 6 phases of fear by:
 - (1) recognizing that in the second phase (awareness of vulnerability), the officer faces vulnerability and potential lack of control;
 - (2) recognizing that if the officer focuses on the danger and vulnerability, the officer will tend to feel weak and helpless;
 - (3) recognizing that the officer must focus-in on the survival phase in order to control the feeling of vulnerability; and
 - (4) recognizing that this focus will then be on evaluating the situation and determining the best course of action for survival.
- f. Identifies the preparation involved for managing fear as:
 - (1) appropriate training;
 - (2) developing confidence in ability;
 - (3) mental rehearsal;
 - (4) controlled breathing (before, during, and after incident);
 - (5) a belief system that officer can handle any situation; and
 - (6) an important officer survival tool.
- g. Defines anger as:
 - (1) the feeling of displeasure resulting from perceived injury, mistreatment, opposition, etc.;
 - (2) usually surfacing as a desire to fight back at the cause of the displeasure;
 - (3) advantageous in some situations when controlled and/or channeled to help survive a crisis situation; and
 - (4) a definite liability when inappropriate or uncontrolled (e.g., rage).
- h. Identifies key factors to controlling of anger as:
 - (1) awareness and identification of personal reaction (physical, mental, behavioral) which may range from mild irritation to a full-blown fury;
 - (2) acknowledgement and recognition of anger as a normal emotion;
 - (3) identification of situations most likely to cause anger reaction;
 - (a) universal anger-provoking situations (e.g., being attacked or shot at); and
 - (b) personal anger-provoking situations (e.g., those that “push our buttons”);
 - (4) development of a mind set that “no one is worth my job” or “they are reacting to my uniform, not me”;
 - (5) managing anger when it is at the lower end of the emotional scale;
 - (6) expressing anger in an appropriate and controlled manner;
 - (7) controlled breathing (before, during, and after incident); and
 - (8) mental rehearsal to deal with anger-inducing situations.

IV.C.4.4. Demonstrate Effective Subject Control Techniques.

- a. Approaches a subject or situation utilizing:
 - (1) heightened awareness by;
 - (a) observing the environment; and
 - (b) observing the subject(s);
 - (2) tactical positioning by;
 - (a) maintaining reactionary gap;
 - (b) angling off 45% from subject(s);
 - (c) utilizing cover and/or concealment;
 - (d) utilizing contact officer/cover officer concept, and
 - (e) providing or blocking escape route for officer(s) or subject(s); and
 - (3) the readiness to respond by;
 - (a) maintaining a balanced officer stance;
 - (b) maintaining weapon awareness (gun hip away if possible); and
 - (c) maintaining hands waist level or higher, free, and available.
- b. Applies handcuffs on a subject by:
 - (1) using clear and concise verbal commands;
 - (2) seeking a position of advantage;
 - (a) controlling subject during handcuffing,
 - (b) off-setting the subject's balance, and
 - (c) handcuffing from a rear position;
 - (3) disengaging appropriately;
 - (4) checking for proper tightness and double-locking handcuffs; and
 - (5) searching after handcuffing.
- c. Conducts a weapons check (*Terry* pat-down) of a subject by:
 - (1) using clear and concise verbal commands;
 - (2) seeking a position of advantage by:
 - (a) controlling both hands of the subject during pat-down;
 - (b) off-setting the subject's balance;
 - (c) conducting pat-down from a rear position;
 - (d) using a systematic pat-down; and
 - (e) safely securing contraband; and
 - (3) disengaging appropriately.

IV.C.4.4. Demonstrate Effective Subject Control Techniques. (continued)

- d. Conducts a custodial (full) search of a handcuffed subject by:
 - (1) using clear and concise verbal commands;
 - (2) seeking a position of advantage;
 - (a) controlling the subject during the search.
 - (b) off-setting the subject's balance;
 - (c) searching from a rear position;
 - (d) using a systematic search; and
 - (e) safely securing contraband; and
 - (3) disengaging appropriately.
- e. Deploys chemical aerosol spray by:
 - (1) identifying tactical considerations and ramifications;
 - (2) identifying medical considerations and ramifications;
 - (3) physically retrieving aerosol spray from holster proficiently and employing toward subject; and
 - (4) ensuring appropriate after care is provided to contaminated subject(s):
- f. Conducts a takedown of a subject from escort position and face to face by:
 - (1) attempting to use a set-up or diversion if practical;
 - (2) attempting to use leverage and balance rather than brute strength if practical; and
 - (3) following through to ground control and handcuffing.
- g. Employs empty hand control to effect:
 - (1) control holds,
 - (2) escorts,
 - (3) pressure points,
 - (4) joint locks, and
 - (5) escapes;
 - (a) from a choke hold, and
 - (b) from a bear hug.
- h. Employs personal weapons to effect:
 - (1) strikes;
 - (a) kicks,
 - (b) open palm strikes,
 - (c) punches,
 - (d) elbow strikes, and
 - (e) knee strikes;
 - (2) empty hand blocks: and
 - (3) sudden assault response.

IV.C.4.4. Demonstrate Effective Subject Control Techniques. (continued)

- i. Conducts vehicle extraction of a subject:
 - (1) with awareness of vehicle mobility;
 - (2) with awareness of environmental considerations;
 - (a) inside the vehicle (weapons, other occupants, etc.); and
 - (b) outside the vehicle (other traffic, weather conditions, etc.);
 - (3) with awareness of limitations in maneuverability due to the restricted space of a car window or car door opening;
 - (4) attempting to use a set-up or diversion if practical;
 - (5) attempting to use leverage and balance rather than brute strength if practical; and
 - (6) following through to control and handcuffing.
- j. Employs the use of an impact weapon by:
 - (1) distinguishing primary and secondary target areas (areas of impact);
 - (2) identifying potential effects of strikes to each area;
 - (3) physically employing impact weapons appropriately and proficiently; and
 - (4) following through with control tactics and handcuffing.
- k. Employs ground self-defense using:
 - (1) falling/rolling techniques;
 - (2) ground defensive positions; and
 - (3) escape techniques.
- l. Employs weapon retention:
 - (1) when holstered by;
 - (a) securing weapon in holster;
 - (b) gaining a position of advantage; and
 - (c) effecting release of weapon; and
 - (2) when un-holstered by;
 - (a) moving weapon and officer to avoid muzzle (laser rule);
 - (b) securing a grip on the weapon;
 - (c) gaining a position of advantage;
 - (d) regaining control of the weapon; and
 - (e) utilizing cover when appropriate.
- m. Disarms a subject:
 - (3) of a firearm by;
 - (a) moving the weapon and officer to avoid muzzle (laser rule);
 - (b) gaining a position of advantage;
 - (c) neutralizing the threat (taking control of weapon or incapacitating the subject); and
 - (d) utilizing cover when appropriate.

IV.C.4.4. Demonstrate Effective Subject Control Techniques. (continued)

Notes to Instructor:

Disarming a subject armed with an edged weapon should be discussed with the recruits during this block of instruction. A general awareness of the dangers of edged weapons and the importance of creating distance should be emphasized. The videotape entitled “Surviving Edged Weapons” produced by CALIBRE PRESS INC. is a recommended resource.

- n. Employs close-quarter firearms techniques, when within 5’ of subject, by:
 - (1) utilizing a tucked (not fully extended) shooting position;
 - (2) maintaining support hand safety (regarding one handed shooting);
 - (3) employing natural movements (trained response);
 - (4) moving (creating distance, changing location, moving off line);
 - (5) utilizing a convulsive grip (firm/locked hand, arm, elbow and shoulder);
 - (6) neutralizing the threat (incapacitating the subject); and
 - (7) utilizing cover when appropriate.

IV.C.4.5. Demonstrate an Understanding of Post Force Incident Responsibility.

- a. Employs appropriate after care by:
 - (1) ensuring that medical care is provided as soon as practical for the subject(s) and/or officer (s); and
 - (2) maintaining professional conduct and treatment of the subject(s) while incarcerated.
- b. Makes proper notification regarding the use of force to supervisor and/or other personnel responsible for subject(s) care.
- c. Ensures that crime scene is preserved and/or relevant evidence is collected.
- d. Prepares documentation regarding the use of force and its justification.
- e. Demonstrates awareness of post critical incident protocol:
 - (1) tactical debriefing;
 - (2) officer welfare/wellness check;
 - (3) available department resources; and
 - (4) psychological counseling
- f. Demonstrates an understanding of potential emotional responses to critical incidents, including Post-traumatic Stress Disorder (PTSD).

IV.C.4.6. Demonstrate the Ability to Manage Subject Encounters Under Circumstances that Justify Varying Levels of Force.

- a. Responds reasonably and tactically overall , based on the totality of circumstances, to subject encounters during training scenarios by:
 - (1) recognizing level of authority;
 - (a) authority to arrest (probable cause);
 - (b) authority to detain (reasonable suspicion); or
 - (c) no authority (consensual encounter);
 - (2) controlling fear and anger;
 - (3) maintaining a survival mindset;
 - (4) selecting sound tactics during approach and encounter;
 - (5) engaging in tactical communication (if appropriate);
 - (a) selecting reasonable subject control options consistent with the level of resistance;
 - (b) successfully controlling the subject(s) and/or the situation;
 - (c) identifying post-incident responsibilities; and
 - (6) articulating his/her state of mind (justification) regarding the use of force (e.g., verbal notification, written report, and courtroom testimony).

Notes to Instructor:

This objective mandates that each student physically participates in at least one reality-based training scenario that simulates an arrest or confrontational situation involving some level of subject resistance. If practicable, each student shall participate in a variety of simulations at the conclusion of the Subject Control training module that involve varying levels of subject resistance.

Module History

Implemented	07/02
Revised	01/10

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	D. Emergency Vehicle Operations
<u>Module Title</u>	1. EMERGENCY VEHICLE OPERATIONS: LEGALITIES, POLICIES AND PROCEDURES
<u>Hours:</u>	8

Notes to Instructor:

The *Michigan Driver Training Instructor Manual* and the *IADLEST Driver Training Reference Guide* shall be the primary resources for the material taught in this module.

Module Objectives:

- IV.D.1.1. Demonstrate an Understanding of the Legal Issues Regarding Emergency Vehicle Operations.
- a. Defines the following terms relevant to emergency vehicle operations:
 - (1) emergency,
 - (2) emergency vehicles (MCL 257.2),
 - (3) fleeing and eluding (MCL 257.602a),
 - (4) pacing,
 - (5) pursuit,
 - (6) emergency escorts, and
 - (7) emergency driving v. non-emergency driving.
 - b. Demonstrates a working knowledge of the following Michigan statutes:
 - (1) traffic regulations that govern authorized emergency vehicles (MCL 257.603);
 - (2) vehicles in pursuit of criminals (MCL 257.632);
 - (3) warning devices (MCL 257.706(d));
 - (4) yielding by other vehicles (MCL 257.653);
 - (5) negligent homicide (MCL 750.324);
 - (6) felonious driving (MCL 752.191); and
 - (7) involuntary manslaughter with a motor vehicle (MCL 750.321).

IV.D.1.1. Demonstrate an Understanding of the Legal Issues Regarding Emergency Vehicle Operations. (continued)

- c. Recognizes that departmental policies and procedures often govern officer behavior in situations involving emergency vehicle operation.

Notes to Instructor:

The recruits must understand that emergency driving policies will differ from agency to agency. Some agencies may have a strict policy while others may allow broader discretion - and others may have no policy at all. It may be useful to have the recruits work from a model policy (IACP, MML, e.g.) but note that differences may exist between a model policy and an agency policy.

IV.D.1.2. Demonstrate an Understanding of Liability Issues That Relate to Emergency Vehicle Operations.

- a. Recognizes the components of civil liability associated with emergency vehicle operations as:
 - (1) negligence (MCL 691.1405),
 - (2) intentional torts,
 - (3) constitutional torts (42 U.S.C. 1983),
 - (4) excessive force claims (Graham v. Connor, 490 U.S. 386 (1989)), and
 - (5) agency policy, procedures and custom.
- b. Recognizes that the actions of the officer in emergency driving situations will be judged by standards, such as:
 - (1) negligence (MCL 691.1405);
 - (2) gross negligence (MCL 691.1407);
 - (3) “shock the conscience” (County of Sacramento v. Lewis, 118 S.Ct. 1708 (1998));
 - (4) governmental immunity (MCL 691.1407); and
 - (5) the use of force continuum (see IV.C.3.1&2).
- c. Demonstrates a working knowledge of the relevant case law regarding:
 - (1) fleeing drivers and the use of force:
 - (a) Jackson v. Oliver, 204 Mich App 122 (1994);
 - (2) innocent parties:
 - (a) Robinson v. City of Detroit, 462 Mich 439 (2000); and
 - (3) the question of duty:
 - (a) Robinson v. City of Detroit, 462 Mich 439 (2000).

IV.D.1.3. Operate an Emergency Vehicle in Non-Emergency Circumstances.

- a. Prepares for vehicle operations by inspecting the emergency vehicle and the emergency equipment.
- b. Operates the vehicle in non-emergency situations, using:
 - (1) appropriate occupant protection (MCL 257.710e and The Occupant Protection Manual), that:
 - (a) reduces the chance of injury or death;
 - (b) provides for improved vehicle control; and
 - (c) complies with state law and agency policy;
 - (2) appropriate driving strategies and techniques (e.g., Smith System, SIPDE, Zone Control System, etc.);
 - (3) proper radio techniques with communication centers, by:
 - (a) being familiar with the radio system;
 - (b) advising dispatchers, when appropriate; and
 - (c) updating dispatchers, when necessary;
 - (4) a knowledge of how distracters affect driving, such as:
 - (a) multi-task procedures;
 - (b) boredom; and
 - (c) psychological/physiological factors.
 - (5) an understanding of how risk factors affect driving, such as:
 - (a) environmental conditions,
 - (b) traffic conditions, and
 - (c) vehicle dynamics.

IV.D.1.4. Operate an Emergency Vehicle Under Emergency Conditions.

- a. Determines when it is appropriate to use and manage the emergency equipment:
 - (1) siren ineffectiveness;
 - (2) semi-marked v. marked units; and
 - (3) the reaction of others to activated emergency equipment.
- b. Operates the vehicle in emergency situations, using:
 - (1) proper radio techniques by advising dispatchers of:
 - (a) location;
 - (b) direction; and
 - (c) status;
 - (2) appropriate driving strategies and techniques;
 - (a) driver limitations;
 - (b) anticipating hazards;
 - (c) positioning vehicle with respect to other vehicles, pedestrians, and possible hazards;
 - (d) multi-task management; and
 - (e) securing loose equipment within the vehicle.
 - (3) proper occupant protection; and
 - (4) an understanding of risk factors, such as:
 - (a) the decision to operate in an emergency mode;
 - (b) the decision to terminate the emergency run;
 - (c) vehicle dynamics during an emergency run; and
 - (d) factors brought on by stress (e.g., heart rate, respiration, adrenaline, etc.).
- c. Understands that driving under emergency conditions does not relieve the officer of the duty to drive with “due regard” for the safety of others (MCL 257.632).

IV.D.1.5. Engage in a Pursuit.

- a. Determines when it is appropriate to use and manage the emergency equipment.
- b. Determines when it is appropriate to engage in a pursuit, based on:
 - (1) balancing the need to pursue v. the seriousness of the offense;
 - (2) traffic and road conditions;
 - (3) weather conditions;
 - (4) what is known about the offender;
 - (5) night v. day driving;
 - (6) knowing, or not knowing, the area; and
 - (7) agency policy and procedures.
- c. Understands how the following factors influence officer behavior:
 - (1) peer pressure;
 - (2) emotions (anger, fear, etc.);
 - (3) officer attitudes (self-righteousness, over-confidence, impatience, aggressiveness, etc.); and
 - (4) psychological/physiological factors.
- d. Operates the emergency vehicle under pursuit conditions, considering:
 - (1) communication procedures (e.g., updating, advising, etc.);
 - (2) driving strategies, such as:
 - (a) car violator positioning;
 - (b) passing;
 - (c) lane changes; and
 - (d) hills, curves, and night driving;
 - (3) occupant protection;
 - (4) risk factors, such as:
 - (a) the length of the pursuit;
 - (b) intersections;
 - (c) the decision to continue or terminate the pursuit;
 - (d) the dynamics of the vehicle during pursuits;
 - (e) traffic, road and weather conditions; and
 - (f) pedestrians, bystanders, and passengers.
- e. Operates the emergency vehicle under pursuit conditions considering appropriate management strategies, such as:
 - (1) back-up units v. secondary units;
 - (2) multiple chase units;
 - (3) the involvement of other jurisdictions;

IV.D.1.5. Engage in a Pursuit.
(continued)

- (4) traveling beyond jurisdictional boundaries; and
 - (5) vehicle positioning, considering:
 - (a) paralleling,
 - (b) lead position,
 - (c) radio communication, and
 - (d) agency policy.
- f. Determines when it is appropriate to terminate (discontinue) a pursuit, including:
 - (1) when the circumstances that justified the initiation of the pursuit have changed or no longer exist (causing the pursuit to be unreasonable, unsafe, out of policy, etc.);
 - (2) when directed to discontinue the pursuit by another officer or supervisor; and
 - (3) at the discretion of the initiating officer.
- g. Demonstrates an understanding of when to deploy vehicle tactics to physically intervene with a fleeing suspect's vehicle, considering:
 - (1) 4th Amendment;
 - (2) MCOLES Continuum (see IV.C.3.1. & IV.C.3.2.);
 - (3) agency policy; and
 - (4) the appropriate use of agency approved techniques, such as:
 - (a) vehicle disabling devices (e.g., controlled tire deflation devices);
 - (b) roadblocks (total or partial);
 - (c) boxing tactics (moving or stationary); and
 - (d) intentional contact (e.g. PIT, intentional collisions).

IV.D.1.6. Engage in Post-Incident Operations.

- a. At the conclusion of the emergency run, positions the patrol vehicle for the best protection of the officer and the scene.
- b. Safely manages the scene, by:
 - (1) assessing the threat level (presence of weapons, recognizing hazards, etc.);
 - (2) rendering first aid, if necessary; and
 - (3) determining the need for additional assistance, if necessary (e.g., back-up units, EMS, Hazmat, utility services, etc.).
- c. Recognizes that a formal post-incident review may consist of:
 - (1) departmental debriefings;
 - (2) policy reviews;
 - (3) civil or citizen panel reviews;
 - (4) criminal reviews; and
 - (5) pursuit data forms, if appropriate (voluntary or mandatory).
- d. Completes all reporting requirements through:
 - (1) proper documentation;
 - (2) correct terminology; and
 - (3) thorough police reports.
- e. Recognizes the need for continuous in-service training in emergency vehicle operations throughout an officer's career.

Module History

Implemented July 2002
Revised July 2006

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	D. Emergency Vehicle Operations
<u>Module Title:</u>	2. EMERGENCY VEHICLE OPERATIONS TECHNIQUES
<u>Hours:</u>	24

Notes to Instructor:

For the practical exercises, the instructor/student ratio shall be one/four (maximum). An instructor/student ratio of one/three is ideal.

For the practical exercises, the instructor shall use only those vehicles that are rated for pursuit and emergency use, so-called “police package” vehicles, as designated by the manufacturer. However, Special Service Package vehicles, offered by some manufacturers, are not engineered, nor are they suitable, for pursuit or emergency driving according to these manufacturers. Examples of vehicles that are not suitable include the Ford Explorer and the Ford Expedition.

Module Objectives:

IV.D.2.1. Demonstrate Preparedness for Emergency Vehicle Operations.

- a. Recognizes the importance for proper vehicle set up, including:
 - (1) vehicle inspections;
 - (2) mirror adjustments;
 - (3) seating position;
 - (4) proper hand position on wheel;
 - (5) sitting erect with shoulders resting against the back of the seat; and
 - (6) radios, knobs, trunk release, fire extinguisher.
- b. Identifies the following as safety features in emergency vehicles:
 - (1) air bags;
 - (2) safety belts;
 - (3) padded dash and visors;
 - (4) collapsible steering column; and
 - (5) laminated windshields.

IV.D.2.2. Demonstrate an Understanding of the Techniques of Emergency Vehicle Operations in Appropriate Situations.

- a. Recognizes the principles of steering as:
 - (1) three-point;
 - (2) shuffle;
 - (3) hand over hand;
 - (4) pre-set;
 - (5) palm steering;
 - (6) 12 o'clock backing; and
 - (7) wheel management.
- b. Recognizes the principles of cornering as:
 - (1) apex cornering;
 - (2) cornering skids; and
 - (3) the dynamics of weight transfer.
- c. Recognizes the principles of proper backing as:
 - (1) weight transfers;
 - (2) turn-arounds;
 - (3) fixed-object relationships; and
 - (4) 90 degree and 180 degree turns.

IV.D.2.2. Demonstrate an Understanding of the Techniques of Emergency Vehicle Operations in Appropriate Situations. (continued)

Notes to Instructor:

Ensure that the recruits have an awareness of vehicle dynamics in terms of front wheel drive v. rear wheel drive, for example, preventing wheel lockup, the pulsating effort of the brake pedal, the ABS warning lamps and function, etc.

- d. Recognizes the principles of proper acceleration as:
 - (1) skid avoidance;
 - (2) smooth starting;
 - (3) adjustments for road conditions; and
 - (4) adjustments for the environment.

- e. Recognizes the principles of proper braking as:
 - (1) threshold braking (with and without turns);
 - (2) anti-lock braking systems (with and without turns);
 - (3) avoidance of braking skids;
 - (4) the dynamics of vehicle weight transfer; and
 - (5) total stopping distance:
 - (a) perception/reaction time;
 - (b) road surfaces;
 - (c) weather conditions; and
 - (d) vehicle condition.

- f. Recognizes the principles of parking as:
 - (1) vehicle placement; and
 - (2) fixed object relationships.

IV.D.2.3. Demonstrate an Understanding of Operating an Emergency Vehicle Under Adverse Environmental Conditions.

- a. Understands the proper operating techniques for ice-covered roads:
 - (1) applies brakes lightly when stopping;
 - (2) steers in desired direction of travel to control for skids;
 - (3) reduces speed;
 - (4) accelerates slowly; and
 - (5) increases distance between the emergency vehicle and other vehicles.
- b. Understands the proper operating techniques for rain:
 - (1) anticipates hydroplaning;
 - (2) accelerates slowly;
 - (3) applies brakes lightly in excessive water; and
 - (4) reduces overall speed.
- c. Understands the proper operating techniques for dirt covered roads:
 - (1) accelerates slowly;
 - (2) anticipates road defects; and
 - (3) applies brakes appropriately when stopping (threshold braking or ABS).

IV.D.2.4. Operates an Emergency Vehicle Using Proper Techniques in Darkness:

- a. Compensates for vision limitations.
- b. Protects night vision.
- c. Protects against fatigue, which results in:
 - (1) decreased visual efficiency;
 - (2) longer perception time;
 - (3) impaired judgement; and
 - (4) longer decision/reaction time.

Note to Instructor:

Objective IV.D.2.4. shall be presented as a practical exercise with no artificial lighting.

IV.D.2.5. Demonstrate Proficiency on the MCOLES Emergency Vehicle Operations Course or an MCOLES Approved Course that Exceeds the Standard.

- a. Demonstrates proper road position, braking and steering accuracy, backing accuracy, and skid avoidance while performing a series of driving exercises, to include:
 - (1) steering;
 - (2) braking (with and/or without ABS);
 - (3) accelerating;
 - (4) backing;
 - (5) cornering; and
 - (6) a cumulative exercise.

Note to Instructor:

At the conclusion of the emergency vehicle operations training module, if practicable, have the students participate in reality-based practical exercises that depict emergency driving situations and pursuit situations.

By Fall 2002, all academies must include a skid control exercise into EVO training. This can be accomplished by using a “skid car”, a skid pad, or other approved skid control exercise.

Basic Training Module Specifications

<u>Functional Area:</u>	IV. Police Skills
<u>Subject Area:</u>	E. Fitness and Wellness
<u>Module Title:</u>	1. PHYSICAL FITNESS
<u>Hours:</u>	36
<u>Notes to Instructor:</u>	

The MCOLES *Physical Fitness Training Instructor Manual* shall be the primary resource for the material taught in this module.

An educational segment of 10 minutes or less shall precede the practical aspects of the physical fitness training. An Educational Component is included with each Fitness Module, but the instructor can change the sequence of educational components as needed. Use the information contained in each section by discussing important facts and concepts and allowing for questions, comments, or discussion. Also, use any of the material contained in the Educational Component as handouts for the student. The students should be able to demonstrate an understanding of the educational concepts and components of fitness related to exercise, safety, and nutrition.

Examples of related workouts, all of which are designed for a large group of exercisers such as your academy class, are included. The approximate time for each workout is one hour. Should the group complete the suggested exercises prior to the session being complete, the remaining time can be filled with activities that benefit the student's performance on the 4-event test. However, care should be taken to pay attention to workout activities on days immediately preceding the current day, to allow for muscle recovery, repair, and growth. Instructors should also be aware of the activity scheduled for the following day for the same reasons.

For example, if on day 1 the class participates in high intensity interval sprint activities, the instructor should not follow-up on day 2 with other anaerobic power activities involving the legs. A more appropriate choice would be to have the trainee complete his/her personal score of 60 second maximum activities (push ups, sit ups) multiplied by 1.5, with no time limit, and with the instructor emphasizing and coaching on correct form.

The Educational Components are:

- (1) principles of exercise and thresholds of training,
- (2) components of a workout,
- (3) monitoring exercise intensity,
- (4) cardiovascular, strength, and flexibility training guidelines,
- (5) guidelines for circuit, interval and plyometric training,
- (6) principles of PNF (proprioceptive neuromuscular facilitation) stretching,
- (7) guidelines for cold and hot weather training
- (8) hydration and sports drinks,
- (9) risky exercises, overtraining, and danger signals,
- (10) shin splints, plantar fasciitis, and IT (iliotibial) band syndrome,
- (11) RICE (rest, ice, compress, elevate) principle, muscle strains and sprains,
- (12) calorie expenditure and body composition,
- (13) ergogenic aids,
- (14) antioxidants, herbs and supplements,
- (15) other health and fitness related information particularly as it relates to law enforcement.

A proper warm up and cool down period of approximately five minutes should be included before and after intense activity including aerobic, anaerobic and strength training.

Module Objectives start on the following page:

Module Objectives:

IV.E.1.1. Establish Physical Fitness Baseline with Goals for Improvement.

- a. Completes a fitness profile and goal setting chart using scores from the 4-event physical fitness test for the following : (Fitness Module: Introduction):
 - (1) muscular endurance (push ups, sit ups)
 - (2) anaerobic power (vertical jump), and
 - (3) cardio-respiratory (1/2 mile shuttle run)

IV.E.1.2. Determines Body Fat by using a Circumference Technique and Plots on the Fitness Profile Chart. (Fitness Module: Introduction)

IV.E.1.3. Demonstrate an Understanding of the Thresholds of Training for Cardiovascular Fitness to Improve and/or Maintain Cardiovascular Fitness.

- a. Monitors exercise intensity during cardiovascular training by the following (Fitness Module 1):
 - (1) calculates exercise target heart rate (THR) by:
 - (a) taking one minute pulse,
 - (b) using Karvonen formula to determine THR, and
 - (c) dividing THR by 6 to determine 10 second THR; and
 - (2) monitors THR during the following:
 - (a) after 5 minutes of walking for a warm up,
 - (b) after 5 minutes of walking briskly,
 - (c) after 5 minutes of jogging,
 - (d) after 5 minutes of running, and
 - (e) after alternating between 60% & 80% PMHR (predicted maximum heart rate) for 3 minutes each.
- b. Participates in cardiovascular activities about 10 minutes each using at least three different modes, such as (Fitness Module 9):
 - (1) stair climbing,
 - (2) rope jumping,
 - (3) step training, or
 - (2) jogging.
- c. Participates in cardiovascular activities for cross training using two of the following for about 15 to 20 minutes in each activity (Fitness Module 18):
 - (1) cycling,
 - (2) jogging,
 - (3) swimming,
 - (4) stair climbing or steppers,
 - (5) rope jumping,
 - (6) rowing, elliptical trainers or other cardiovascular equipment available.
- d. Participates in a 30 to 40 minute outdoor group jog, or if weather does not permit, will participate in a Continuous Rhythmical Workout to achieve a “steady state” during aerobic training (Fitness Module 26).

IV.E.1.4. Demonstrate an Understanding of the Thresholds of Training for Muscular Endurance to Improve and/or Maintain Muscular Endurance Fitness.

- a. Tests on several calisthenics to determine a baseline for using the Calisthenics Chart, including (Fitness Module 2):
 - (1) half squats,
 - (2) push ups,
 - (3) pull ups.
 - (4) chin ups,
 - (5) sit ups/crunches,
 - (6) back extensions, and
 - (7) heel raises.
- b. Participates in exercises listed on Calisthenics Chart (Fitness Module 10).
- c. Participates in Calisthenics Circuit using baseline scores assessed in Fitness Module 2 (Fitness Module 19).
- d. Participates in activities to build muscle endurance by using rubber resistance, if available, (otherwise use what is available) for muscle groups, such as (Fitness Module 27):
 - (1) biceps/triceps,
 - (2) pectorals/rhomboids & trapezius,
 - (3) quadriceps/hamstrings,
 - (4) deltoids/latissimus dorsi,
 - (5) adductors/abductors,
 - (6) abdominals/erector spinae, and
 - (7) anterior tibialis/gastrocnemius.

IV.E.1.5. Demonstrate an Understanding of the Thresholds of Training for Flexibility to Improve and/or Maintain Appropriate Range of Motion.

- a. Tests flexibility using a sit and reach test and participates in a general warm up, including (Fitness Module 3):
 - (1) dynamic stretches,
 - (2) static stretches, and
 - (3) calisthenics that can be used in a general warm up.
- b. Participates in PNF (proprioceptive neuromuscular facilitation) stretching exercises (Fitness Module 11):
- c. Articulates the concept of muscle balance and participates in stretch work for opposing muscle groups to include (Fitness Module 20):
 - (1) biceps/triceps,
 - (2) pectorals/rhomboids & trapezius,
 - (3) quadriceps/hamstrings,
 - (4) adductors/abductors,
 - (5) abdominals/erector spinae, and
 - (6) tibialis anterior/gastrocnemius.
- d. Participates in sports specific stretches, such as one or more of the following (Fitness Module 28):
 - (1) basketball,
 - (2) cycling,
 - (3) martial arts,
 - (4) running,
 - (5) volleyball, and
 - (6) weight training.

IV.E.1.6. Demonstrate an Understanding of the Benefits of Circuit Training and Various Designs of Circuit Prototypes.

- a. Participates in a Physical Fitness Circuit that incorporates physical fitness skills needed by an officer, including (Fitness Module 4):
 - (1) vertical jump,
 - (2) sit-ups,
 - (3) push-ups, and
 - (4) ½ mile shuttle run.
- b. Participates in a boxing circuit designed to increase fitness and practice combative skills to include stations, such as (Fitness Module 12):
 - (1) rope jumping,
 - (2) shadow boxing,
 - (3) isometric abdominal contractions,
 - (4) punching bag/front punches
 - (5) rope climbing,
 - (6) partner pushes/pulls, and
 - (7) sidekicks/front snap kicks/bag kicks.
- c. Participates in the Super Circuit workout designed to increase strength and cardiovascular fitness within the same workout including jogging interspersed with strength stations, such as (Fitness Module 21):
 - (1) leg press,
 - (2) leg extension,
 - (3) leg curl,
 - (4) lat pull,
 - (5) high row,
 - (6) bench press,
 - (7) shoulder press,
 - (8) tricep press,
 - (9) arm curls,
 - (10) calf raises,
 - (11) abdominal, and
 - (12) back extension.
- d. Participates in the Physical Fitness Circuit and improves performance from prior performance using this circuit (Fitness Module 29).

IV.E.1.7. Demonstrate an Understanding of the Thresholds of Training for Muscle Strength to Improve and/or Maintain Muscle Strength (absolute strength).

- a. Tests on 1RM (repetition max) for various exercises (under qualified supervision) to establish a baseline for strength training programming to include (Fitness Module 5):
 - (1) leg press,
 - (2) leg extension,
 - (3) leg curl,
 - (4) lat pull (in front of body to avoid injury),
 - (5) high row,
 - (6) bench press,
 - (7) shoulder press,
 - (8) tricep press,
 - (9) arm curls,
 - (10) calf raises,
 - (11) abdominal, and
 - (12) back extension.
- b. Uses the Beginning Weight Training Chart as a guideline for participating in a strength training workout (Fitness Module 13).
- c. Uses the Weight Training Chart with the goal of improving from the prior performance (Fitness Module 22).
- d. Participates in a basic weight training workout by using the Weight Training Chart (Fitness Module 30).

IV.E.1.8. Demonstrate the Concept of Interval Training.

- a. Participates in interval training according to the program outlined in the Interval Training Chart (Fitness Module 6).
- b. Participates in activity that alternates two minutes of moderate activity with two minutes of more intense activity, such as (Fitness Module 14):
 - (1) stair jogging/walking,
 - (2) stadium seat jogging/regular climbing,
 - (3) hill running/slow jogging, or
 - (4) running/slow jogging (sprints).
- c. Participates in two or three cross-training activities that 30 seconds of moderate activity with 60 seconds of high intensity, such as (Fitness Module 23):
 - (1) running,
 - (2) stair climbing,
 - (3) rope jumping,
 - (4) cycling, and/or
 - (5) available cardiovascular machines.
- d. Participates in interval training according to the program outlined in the Interval Training Chart with the goal of improving from the prior workout (Fitness Module 31).

IV.E.1.9. Demonstrate an Understanding of Plyometric Exercise.

- a. Uses the plyometric training chart and participates in selected exercises, such as (Fitness Modules 7 & 24):
 - (1) box jumps,
 - (2) split squat jump,
 - (3) double leg vertical power jump,
 - (4) single leg hop,
 - (5) double leg hop,
 - (6) alternate leg hop,
 - (7) medicine ball, clap, or box push up, and
 - (8) drop push up.
- b. Participates in plyometric activities that incorporate cardiovascular training, such as (Fitness Modules 15 & 32):
 - (1) running with knees to waist,
 - (2) running with heels to buttocks,
 - (3) running laterally,
 - (4) running in short chopping steps,
 - (5) running backwards with forward lean,
 - (6) skipping with long strides,
 - (7) skipping high with arms in air,
 - (8) moving sideways alternating heel over heel, and
 - (9) performing wind sprints.

IV.E.1.10. Demonstrate Fitness Skills by Participating in a Variety of Activities in a Setting of Friendly Competition.

- a. Participates in sports activities emphasizing personal safety, fun, and friendly competition, such as (Fitness Modules 8, 16, 25, 33):
 - (1) basketball or related games,
 - (2) volleyball,
 - (3) soccer, touch football, or related games,
 - (4) ultimate Frisbee,
 - (5) decathlons, relays or “Super Star” competitions,
 - (6) indoor or outdoor kickball, or
 - (7) other creative team sports.

IV.E.1.11. Practice the 4-event Physical Fitness Test Items to Adjust Fitness Goals for Needed Improvement.

- a. Performs test items to include (Fitness Modules 17, 34):
 - (1) vertical jump,
 - (2) sit ups,
 - (3) push ups, and
 - (4) ½ mile shuttle run.

IV.E.1.12. Demonstrate the Importance of Maintaining Proper Fat-to-Lean Body Composition for Health-Related Reasons and for Maintaining Professional Image.

- a. Determines body fat by using a circumference technique conducted during the Introduction Module for comparison (Fitness Module 35).
- b. Determines BMI (body mass index) and waist circumference to compare to standards.
- c. Completes a sample weight loss chart.
- d. Participates in a workout , such as walking to burn approximately 100 calories per mile.

Basic Training Module Specifications

Functional Area: IV. Police Skills

Subject Area: E. Fitness and Wellness

Module Title: 2. HEALTH AND WELLNESS

Hours: 8

Notes to Instructor:

The MCOLES *Health and Wellness Training Instructor Manual* shall be the primary resource for the material taught in this module.

Module Objectives start on the next page:

IV.E.2.1. Demonstrate an Understanding of the Fundamentals of Fitness and Wellness.

Notes to Instructor:

Provide an overview to students that, fitness and wellness are crucial to the ability to do the job of a law enforcement officer.

- a. Identifies the relationship between fitness and wellness by:
 - (1) discussing physical fitness as related to an officer's ability to perform the job by:
 - (a) performing essential tasks, and
 - (b) improving overall performance;
 - (2) defining physical fitness;
 - (3) discriminating between health-related and skill-related components of fitness;
 - (4) defining wellness; and
 - (5) describing ways to improve one's position on the wellness continuum.
- b. Describes the relationship between health habits and fitness and wellness by:
 - (1) naming the leading causes of death for men and women;
 - (2) discussing the relationship between poor health habits, premature disease and rising health care costs;
 - (3) describing the relationship between being fit and slowing down the aging process;
 - (4) summarizing the importance of preventive medicine in maintaining optimal fitness and wellness; and
 - (5) identifying 12 ways to improve the odds for a lifetime of good health.

IV.E.2.2. Demonstrate an Understanding of the Benefits of Exercise Using the Following Exercise Guidelines.

Notes to Instructor: This module covers 2 topics; (1) the benefits and (2) the principles/components of exercise. Introduce students to the concept of gaining tremendous health benefits from exercise in addition to performing at high levels as an officer.

- a. Identifies several health-related benefits of exercise, such as:
 - (1) helps fight obesity;
 - (2) reduced risk of premature death;
 - (3) provides a 20 year physiological advantage;
 - (4) reduced risk of heart disease;
 - (5) strengthens the heart;
 - (6) reduced risk of diabetes;
 - (7) reduced risk of high blood pressure;
 - (8) reduced risk of certain cancer;
 - (9) increases bones density;
 - (10) development of lean muscle mass;
 - (11) promotes functionality as we age;
 - (12) reduces stress and promotes well being; and
 - (13) reduces risk of lower back injury.
- b. Identifies the principles of exercise as:
 - (1) overload,
 - (2) progression, and
 - (3) specificity.
- c. Identifies the components of an exercise session to include:
 - (1) warm up,
 - (2) workout (strength, cardiovascular, and flexibility), and
 - (3) cool down.
- d. Defines thresholds of training as:
 - (1) frequency, how often one exercises;
 - (2) intensity, how hard one exercises; and
 - (3) time, how long one exercises.
- e. Identifies F.I.T. guidelines for:
 - (1) flexibility, 3 to 7 days/week,
 - (2) strength, 2 to 4 days/week, and
 - (3) cardiovascular 3 to 6 days/week, or most days of the week.

IV.E.2.3. Demonstrate an Understanding of the 7 Major Coronary Risk Factors.

Notes to Instructor:

Provide an overview to students emphasizing that the risk of cardiovascular disease dramatically increases as officers age.

Student is to complete an assessment to determine their own coronary risk

The RISKO Instrument (included in the Instructor Manual) can be obtained by contacting the American Heart Association (contact information is in the Instructor Manual resource material for the Coronary Risk Factors Module).

- a. Identifies the 4 types of cardiovascular disease including:
 - (1) coronary heart disease,
 - (2) cerebrovascular disease,
 - (3) congestive heart failure, and
 - (4) peripheral vascular disease.
- b. Identifies the major coronary risk factors as:
 - (1) elevated cholesterol;
 - (2) hypertension;
 - (3) cigarette smoking;
 - (4) diabetes;
 - (5) family history;
 - (6) sedentary lifestyle; and
 - (7) obesity.
- c. Identifies other contributing factors for coronary heart disease such as:
 - (1) triglycerides, and
 - (2) stress.
- d. Identifies lifestyle and job related factors that may make law enforcement officers at a greater risk for coronary heart disease, which are:
 - (1) inactive life style,
 - (2) 16%-20% higher blood pressure,
 - (3) smoking at a greater rate, and
 - (4) stress of the job.

IV.E.2.4. Demonstrate an Understanding of Stress and its Effect on the Body and an Officer's Performance.

Notes to Instructor: Provide an overview of how officers are affected by stress, particularly if chronic. Have students read the case study about Agent John and discuss it at the appropriate point in the slide presentation. At the end of the presentation, a relaxation experience can be provided to the students. A suggested script is included and you may use one or more techniques in combination.

- a. Identifies factors in law enforcement that increase risk for stress.
- b. Defines stress with respect to:
 - (1) eustress and
 - (2) distress.
- c. Identifies physiological changes in the body in response to stress in three areas:
 - (1) cerebral cortex of the brain, cognitive interpretation;
 - (2) limbic portion of the brain, emotional response; and
 - (3) endocrine system, release of stress hormones.
- d. Identifies various life events and daily hassles that cause stress.
- e. Identifies the signs and symptoms of stress in four areas:
 - (1) physical,
 - (2) emotional,
 - (3) cognitive, and
 - (4) behavioral.
- f. Identifies that Type H (Hate & Hostility) behavior and chronic stress is related to increased risk for illness and premature death.
- g. Identifies various strategies to become resistant to the effects of stress including:
 - (1) concept of hardiness,
 - (2) social and environmental strategies,
 - (3) cognitive and behavioral strategies, and
 - (4) modification of lifestyle.
- h. Demonstrates a relaxation technique (e.g., tactical breathing, progressive muscle relaxation, etc.).

IV.E.2.5. Demonstrate an Understanding of the Role of Basic Nutrients and Proper Diet.

Notes to Instructor:

Provide an overview to students with respect to the challenge officers face with irregular schedules to eat properly.

- a. Identifies reputable sources for nutrition information, such as:
 - (1) The American Heart Association, www.americanheart.org
 - (2) The American Cancer Society, www.cancer.org
 - (3) The American Medical Association, and www.ama-assn.org
 - (4) The American Diabetes Association. www.diabetes.org
- b. Identifies diseases related to poor nutrition including:
 - (1) high blood fats,
 - (2) high blood pressure,
 - (3) cardiovascular disease,
 - (4) cancer,
 - (5) type 2 diabetes,
 - (6) obesity, and
 - (7) osteoporosis.
- c. Explains essential nutrients by:
 - (1) differentiating between simple and complex carbohydrates;
 - (2) explaining what percentage of the diet should be composed of each of the following:
 - (a) carbohydrates,
 - (b) fats, and
 - (c) proteins;
 - (3) describing the importance of dietary fiber;
 - (4) identifying the three types of fat to include:
 - (a) saturated,
 - (b) monounsaturated, and
 - (c) polyunsaturated;
 - (5) summarizing the function of RDAs;
 - (6) explaining the difference between water soluble and fat-soluble vitamins;
 - (7) defining the function of antioxidants; and
 - (8) identifying concerns with dietary supplements being in an unregulated industry.

IV.E.2.5. Demonstrate an Understanding of the Role of Basic Nutrients and Proper Diet. (continued)

- d. Explains how the Food Guide Pyramid is used for dietary guidance in the areas of:
 - (1) breads and grains,
 - (2) fruits and vegetables,
 - (3) milk and dairy,
 - (4) meats and proteins, and
 - (5) fats and sugars.

IV.E.2.6. Demonstrate an Understanding of the Balance of Energy Needed to Maintain Proper Weight through Strategies that Assist in Weight Loss and Weight Control.

Notes to Instructor: Provide an overview of the importance of weight control for officers throughout their careers not only for important health reasons but for physiological preparedness and professional appearance as well.

- a. Describes occupational factors that may contribute to why law enforcement officers may be overweight or even obese (e.g., work schedule, limited choice of eating establishments, etc.).
- b. Identifies reasons why appropriate levels of body fat are important for health, such as, energy balance, calorie control and exercise.
- c. Identifies several methods for determining overweight including:
 - (1) height/weight tables,
 - (2) body mass index,
 - (3) fat patterning, and
 - (4) body composition.
- d. Describes the concept of energy balance and how to calculate for weight loss based on this concept by:
 - (1) calculating caloric need,
 - (2) calculating energy expenditure, and
 - (3) calculating appropriate weight loss using modest caloric restriction and increased activity levels.
- e. Identifies the three-pronged approach to the treatment of being overweight as:
 - (1) diet,
 - (2) exercise, and
 - (3) behavior modification.
- f. Identifies practical recommendations for weight loss or weight control including:
 - (1) healthy eating according to:
 - (a) dietary guidelines,
 - (b) Food Guide Pyramid, and
 - (c) 5-a-day campaign;
 - (2) physical activity; and
 - (3) behavior modification.

IV.E.2.7. Demonstrate an Understanding of the Factors that Contribute to Lower Back Pain.

Notes for Instructor: Provide an overview to the students regarding the importance of maintaining a healthy back throughout their career. After the slide presentation, have the students participate in selected exercises to maintain a healthy back (suggestions are included in the text).

- a. Identifies the increased risk for lower back pain for officers, such as:
 - (1) sedentary nature of work tasks,
 - (2) low fitness levels,
 - (3) wearing duty gear around the waist,
 - (4) sitting in vehicles, and
 - (5) standing for long periods of time.
- b. Identifies functional implications of lower back pain as:
 - (1) disability,
 - (2) dysfunction,
 - (3) absenteeism, and
 - (4) decreased productivity.
- c. Identifies structures of the spine including:
 - (1) vertebrae,
 - (2) discs,
 - (3) spinal nerve,
 - (4) arteries,
 - (5) ligaments, and
 - (6) musculature.
- d. Describes the components of proper body alignment and good posture as:
 - (1) the head should be centered over the shoulders;
 - (2) the shoulders should be centered over the hips;
 - (3) the hips should be centered over the knees; and
 - (4) the knees should be centered over the feet.
- e. Identifies postural problems and how to correct them regarding:
 - (a) rounded shoulders (kyphosis), stretch the pectorals and strengthen the upper back; and
 - (b) sway back (lordosis), stretch the lower back and strengthen the abdominals.

IV.E.2.7. Demonstrate an Understanding of the Factors that Contribute to Lower Back Pain. (continued)

- f. Identifies preventive care for lower back problems including:
 - (a) using proper exercise technique;
 - (b) lifting objects appropriately;
 - (c) using flexibility/strength exercises to maintain a healthy back; and
 - (d) using the duty belt properly to minimize low back pain.

IV.E.2.8. Demonstrate an Understanding of the Factors in Exercise Adherence and Strategies to Increase Adherence.

Notes to Instructor:

Provide an overview to students that emphasizes the importance of sticking with an exercise program after they leave the academy. After the slide presentation, have the students work in pairs to prepare a sample behavior contract.

- a. Identifies exercise adherence as a major problem particularly with incumbent officers.
- b. Identifies reasons for exercising, such as:
 - (1) health/fitness,
 - (2) fun/enjoyment,
 - (3) relaxation,
 - (4) challenge,
 - (5) social,
 - (6) appearance, and
 - (7) competition.
- c. Identifies reasons for not exercising, such as:
 - (1) lack of time,
 - (2) inconvenient,
 - (3) doesn't enjoy it,
 - (4) poor health/unfit,
 - (5) lack of facilities,
 - (6) weather, and
 - (7) misconceptions.

IV.E.2.8. Demonstrate an Understanding of the Factors in Exercise Adherence and Strategies to Increase Adherence. (continued)

- d. Identifies factors affecting exercise adherence:
 - (1) predisposing factors,
 - A. knowledge,
 - B. beliefs,
 - C. confidence,
 - D. motivation, and
 - E. experience;
 - (2) enabling factors,
 - a. motor skills,
 - b. fitness level,
 - c. facilities/equipment, and
 - d. self-monitoring techniques;
 - (3) reinforcing factors.
 - A. family,
 - B. friends,
 - C. success,
 - D. doctor, and
 - E. societal norms.
- e. Identifies the stages of behavioral change as:
 - (1) pre-contemplation,
 - (2) contemplation,
 - (3) preparation,
 - (4) action, and
 - (5) maintenance.
- e. Identifies several behavioral skills and strategies for changing behavior, such as:
 - (1) developing a behavior contract w/ a friend,
 - (2) managing time to include exercise,
 - (3) determining short and long term goals,
 - (4) keeping progress reports,
 - (5) monitoring exercise intensity (THR), and
 - (6) cross-training for variety and fitness.
- g. Creates a sample behavior contract.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: A. Motor Vehicle Law

Module Title: 1. MICHIGAN VEHICLE CODE: CONTENT AND USES

Hours: 1

Notes to Instructor:

Module Objectives:

V.A.1.1. Demonstrate Proficient Use of the Michigan Vehicle Code.

- a. Locates particular traffic laws in Vehicle Code.
- b. Uses cross references in index.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: A. Motor Vehicle Law

Module Title: 2. MICHIGAN VEHICLE CODE: WORDS AND PHRASES

Hours: 1

Notes to Instructor:

Module Objectives:

- V.A.2.1. Use Appropriate Words and Phrases in the Interpretation of the Michigan Vehicle Code.
- a. Employs the words and phrases of the Michigan Vehicle Code precisely.
 - b. Distinguishes subtleties that exist among the words and phrases.

Module History

Revised 1/05

Basic Training Module Specifications

<u>Functional Area:</u>	V. Traffic
<u>Subject Area:</u>	A. Motor Vehicle Law
<u>Module Title:</u>	3. MICHIGAN VEHICLE CODE OFFENSES: CLASSIFICATION, APPLICATION AND JURISDICTION
<u>Hours:</u>	4

Module Objectives:

- V.A.3.1. Identify Different Classifications of Traffic Related Offenses.
- Uses Michigan Vehicle Code to determine the classification of a traffic offense.
 - Recognize specific offenses as felonies, misdemeanors, and civil infractions.
- V.A.3.2. Determine Where Traffic Laws Can Be Enforced.
- Determines whether the offense occurred on a public street or highway, private property open to the public and covered by an exception, a private road, or private property covered by local ordinance.
- V.A.3.3. Identify Authority to Take Enforcement Action Outside Employing Jurisdiction.
- Knows limits of jurisdiction.
 - Knows when enforcement action can be taken outside of jurisdiction for fresh pursuit.

V.A.3.4. Identify Elements and Non-Elements of a Traffic Violation.

- a. Identifies the elements of a traffic violation:
 - (1) the driver who commits the violation;
 - (2) the vehicle involved;
 - (3) when a violation has occurred.
- b. Identifies the non-elements of a violation:
 - (1) intent (civil infractions);
 - (2) ignorance;
 - (3) intoxication;
 - (4) mistake;
 - (5) contributory negligence;
 - (6) knowledge;
 - (7) other.

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: A. Motor Vehicle Law

Module Title: 4. APPLICATION OF VEHICLE LAWS AND REGULATIONS

Hours: 4

Notes to Instructor:

Module Objectives:

V.A.4.1. Determine Whether There Was a Violation of Law.

- a. Uses the Michigan Vehicle Code Index to identify specific sections of the law.
- b. Locates the relevant section of the law within the Michigan Vehicle Code.
- c. Determines whether a violation has occurred in a given situation.

V.A.4.2. Identify Elements Relevant to Specific Traffic Offenses.

- a. Uses definitions according to the Michigan Vehicle Code.
- b. Identifies the elements in a situation which constitute a violation of the Michigan Vehicle Code.
- c. Determines which specific traffic offense applies in a given situation.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: B. Vehicle Stops

Module Title: 1. VEHICLE AND DRIVER LICENSING

Hours: 2

Notes to Instructor:

Module Objectives:

V.B.1.1. Conduct a License Check For an Operator of a Motor Vehicle.

- a. Inspects license by visually verifying that license is valid:
 - (1) the license has not expired;
 - (2) restrictions are being observed;
 - (3) information has not been altered on the license.
- b. Requests a LEIN check to verify current status of the license:
 - (1) whether suspended or revoked;
 - (2) whether there are restrictions;
 - (3) checks for wants and warrants; and
 - (4) checks repeat offender status.
- c. Determines that license is appropriate for vehicle being driven:
 - (1) proper type of license:
 - (a) operator,
 - (b) chauffeur and,
 - (c) moped.
 - (2) has proper endorsement, if appropriate:
 - (a) cycle, and/or,
 - (b) commercial (CDL or classified endorsements.)

V.B.1.2. Determine the Status of an Operator's Auto Insurance.

- a. Determines status of auto insurance by verifying that:
 - (1) the insurance has not expired,
 - (2) the description of the vehicle matches the vehicle, and
 - (3) the VIN on the insurance certificate matches the vehicle's VIN, etc.
- b. Determines if the certificate is legitimate (MCL 500.3101 and 3102):
 - (1) status State of Michigan no-fault insurance;
 - (2) no erasures or alterations;
 - (3) all required information;
 - (4) has a valid signature.

V.B.1.3. Check a Vehicle For Proper Registration.

- a. Determines if registration certificate corresponds to vehicle by comparing information on registration certificate with:
 - (1) the vehicle license plate number, year, and make of the vehicle, and vehicle identification number;
 - (2) license plate tags;
 - (3) year and make of the vehicle; and
 - (4) vehicle identification number.
- b. Verifies registration information by:
 - (1) accessing Secretary of State computer records; or
 - (2) INLETS through LEIN for out-of-state vehicles.

V.B.1.4. Identify Driver and/or Vehicle Licensing Violations.

- a. Compares the facts of the alleged offense with the requirements of law as specified in the appropriate section of the Michigan Vehicle Code.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: B. Vehicle Stops

Module Title: 2. OBSERVATION AND MONITORING OF TRAFFIC

Hours: 1

Notes to Instructor:

Module Objectives:

V.B.2.1. Monitor Traffic For Violations.

- a. Positions the patrol vehicle to provide:
 - (1) normal flow of traffic,
 - (2) clear view of violations,
 - (3) access to violator, and
 - (4) low visibility of patrol vehicle.
- b. Observes traffic from all directions to detect violations.
- c. Recognizes that a violation has occurred by comparing observed vehicle operation with the requirements of the vehicle code and/or ordinances.

V.B.2.2. Visually Estimate the Speed of Vehicles.

- a. Estimates the speed of a vehicle by:
 - (1) observing the speed of the vehicle in relation to other vehicles and/or fixed objects,
 - (2) listening to the engine, and/or
 - (3) applying experience gained in clocking the speed of vehicles.
- b. Verifies the visual estimate of the speed of the vehicle, if possible, by:
 - (1) clocking the vehicle,
 - (2) using radar (addressed in advanced training), and/or
 - (3) determining the time it takes to go from one point to another (e.g., using VASCAR).
- c. Determines whether enforcement action is necessary by comparing the visual estimate of speed to speed limit.

V.B.2.3. Determine the Speed of a Vehicle by Using the Pacing Technique (i.e., Using Speedometer).

- a. Identifies speed limit and where the violation of the speed law occurred.
- b. Operates patrol vehicle, maintaining an equal distance from the vehicle for a measured distance in order to clock the speed of the vehicle.
- c. Reads speedometer accurately.

V.B.2.4. Follow a Suspect Vehicle to Observe for a Traffic Violation.

- a. Observes driving behavior that calls for continued observation.
- b. Operates the patrol vehicle so that detection by the operator of the vehicle being followed is avoided.
- c. Notes the location where followed vehicle is traveling by observing street signs, landmarks, direction of travel, etc.

V.B.2.4. Follow a Suspect Vehicle to Observe for a Traffic Violation.
(continued)

- d. Recognizes that a violation has occurred by comparing the observed vehicle operation with the requirements of the vehicle code, and/or ordinances.

V.B.2.5. Make a Determination About the Appropriate Action to be Taken For a Traffic Offense.

- a. Identifies the traffic offense.
- b. Determines whether the violation is a civil infraction or misdemeanor.
- c. Determines whether or not to cite or arrest the driver by considering the seriousness of the violation (e.g., nature of violation, time of day, presence of other vehicles or pedestrian traffic).
- d. Requests operator re-examination by Department of State using Form OC-88 for any of the following reasons:
 - (1) physical infirmities;
 - (2) convulsive seizures or blackouts;
 - (3) mental infirmities or disabilities;
 - (4) vision deficiency; and/or
 - (5) inability to operate a motor vehicle safely.

Module History:

Revised 04/07

Basic Training Module Specifications

Functional Area: V. Traffic
Subject Area: B. Vehicle Stops
Module Title: 3. AUTO THEFT
Hours: 2

Notes to Instructor:

Module Objectives:

- V.B.3.1. Identify Possible Stolen Motor Vehicles.
- a. Observes for indicators of a stolen motor vehicle:
 - (1) wired on/loose plates;
 - (2) signs of forced entry;
 - (3) clean license plate/dirty vehicle;
 - (4) punched trunk lock or pulled ignition;
 - (5) vehicle is hot wired;
 - (6) vehicle matches wanted information.
 - b. Conducts initial checks on the vehicle in question to verify cues:
 - (1) requests LEIN check;
 - (2) checks hot sheet;
 - (3) review briefing material.

V.B.3.2. Investigate to Verify if a Vehicle is in Fact Stolen.

- a. Establishes probable cause to stop the suspect vehicle.
- b. Stops the vehicle to determine the status of the vehicle.
- c. Establishes whether the vehicle is stolen:
 - (1) inspects for vehicle identification number (VIN):
 - (a) determines where to locate VIN by checking the National Auto Theft Bureau book, if necessary;
 - (b) checks VIN to determine that it corresponds to the vehicle by comparing it to the registration certificate or the title or by verifying it by LEIN;
 - (c) inspects VIN plate to ensure that the plate is properly secured;
 - (d) determines if the VIN is a proper number (e.g., does the VIN contain the appropriate number of digits, is the style of lettering the same for all digits in the VIN, is the VIN the right type of number for the vehicle model, does the visible VIN match the hidden VIN).
- d. Determines whether vehicle is an unreported stolen vehicle based on continuing suspicion that operator is not in lawful possession of the vehicle.
 - (1) has radio operator attempt to phone registered owner to verify that operator has permission to operate vehicle;
 - (2) has a patrol unit sent to owner's address when phone contact can't be made.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: B. Vehicle Stops

Module Title: 4. STOPPING VEHICLES AND OCCUPANT CONTROL

Hours: 8

Notes to Instructor:

Module Objectives:

V.B.4.1. Stop Vehicles to Investigate Traffic Violations.

- a. Selects a safe location to stop the vehicle:
 - (1) an area that does not create a traffic hazard;
 - (2) an area open to the view of other motorists;
 - (3) an area which enhances personal safety.
- b. Stops the vehicle using appropriate procedures:
 - (1) signals violator using lights and/or siren;
 - (2) positions patrol vehicle properly, i.e., behind and offset from violator vehicle;
 - (3) notifies dispatch of location of stop, reason for stop and license number of violator vehicle.
- c. Approaches the vehicle using proper safety precautions:
 - (1) observes occupants before exiting patrol vehicle;
 - (2) illuminates vehicle with headlights, spotlight and/or flashlight;
 - (3) continues observing occupants while approaching vehicle and throughout the stop;
 - (4) maintains a position that keeps the violator off balance.
- d. Maintains control throughout traffic stop:
 - (1) including vehicle occupants;
 - (2) remains alert for unexpected occurrences.

V.B.4.2. Stop Vehicle to Investigate Possible Felony.

- a. Notifies dispatch upon observing a felony suspect; gives:
 - (1) identifies police unit;
 - (2) location of the contact;
 - (3) description of vehicle and occupants; and
 - (4) direction of travel;
 - (5) documents information on pad to be left in patrol vehicle.
- b. Selects location for vehicle stop:
 - (1) an area that does not create a traffic hazard;
 - (2) an area open to the view of other motorists;
 - (3) an area which enhances personal safety.
- c. Stops the vehicle using appropriate procedures:
 - (1) waits for backup, if second unit is available;
 - (2) signals suspect using lights and siren;
 - (3) positions patrol vehicle properly:
 - (a) primary unit behind and offset to the right of suspect vehicle;
 - (b) backup unit behind and offset to the left of suspect vehicle;
 - (c) where no backup unit is available, position vehicle behind offset to the left, angled such that the engine block is between the officer and suspect;
 - (4) notifies dispatch of the location of stop.
- d. Takes command of the suspects at the stop:
 - (1) driver of primary patrol unit assumes command of the felony stop;
 - (2) officers position themselves using patrol vehicles for cover;
 - (3) advises suspects they are under arrest;
 - (4) orders suspects to:
 - (a) place hands in view and remain in the vehicle;
 - (b) turn off engine and throw keys from car;

V.B.4.2. Stop Vehicle to Investigate Possible Felony.
(continued)

- e. Removes suspects from stopped vehicle:
 - (1) suspects are ordered out of the stopped vehicle on the left side beginning with the driver;
 - (2) suspects are ordered to walk backward to a position between the patrol units;
 - (3) handcuffs and searches suspect(s).

- f. Secures suspect vehicle:
 - (1) approaches vehicle from right side under cover of another officer;
 - (2) determines all suspects have been removed from the vehicle;
 - (3) searches vehicle for weapons, contraband and evidence;
 - (4) seizes the vehicle.

V.B.4.3. Interview Driver on a Traffic Stop.

- a. Evaluates driver's capability to operate the vehicle, observes for:
 - (1) coordination;
 - (2) speech, and
 - (3) manual dexterity.

- b. Determines the status of the driver's operators license.

- c. Determines the status of the operator's auto insurance.

V.B.4.4. Inspect Vehicles For Conformance With the Michigan Vehicle Code.

- a. Checks the vehicle to determine if the equipment required by the vehicle code is present and in proper operating condition by:
 - (1) visually inspecting it,
 - (2) physically inspecting it, or
 - (3) requesting motorist to operate it.
- b. Determines if the vehicle is unsafe to operate by comparing the operating condition of the equipment with the requirements of the vehicle code.
- c. Completes appropriate forms for vehicles that comply with the requirements of the vehicle code (e.g., completes form for vehicle as a station wagon, registers an out-of-state vehicle).
- d. Takes necessary enforcement action to bring about compliance with the vehicle code (e.g., issues citation, gives a verbal warning).

V.B.4.5. Participate in Roadblocks.

- a. Determines when it is reasonable to request a roadblock based on type of crime, location, adequacy of description of suspects/vehicles, etc.
- b. Positions police vehicle properly at roadblock site based on nature of terrain, roadway, avenues of escape for suspects, and the number of officers.
- c. Positions self and others properly to afford maximum protection from attack by subjects and hazards presented by passing traffic.
- d. Checks vehicles at roadblock site for wanted persons/property using appropriate procedures (e.g., stops vehicle, questions drivers/occupants, maintains radio contact, etc).

Basic Training Module Specification

Functional Area: V. Traffic

Subject Area: C. Traffic Control and Enforcement

Module Title: 1. TRAFFIC DIRECTION AND CONTROL

Hours: 2

Notes to Instructor:

Module Objectives:

V.C.1.1. Assist Stranded Motorists.

- a. Positions patrol vehicle in a safe location that protects the motorist, the officer, and the disabled vehicle.
- b. Determines the source of the vehicle's operational malfunction by questioning the motorist and inspecting the vehicle.
- c. Assists motorist using proper agency procedures (e.g., changes tire, calls a wrecker, pushes vehicle if intersection is blocked by several cars).
- d. Directs traffic around stranded vehicle, if necessary.

V.C.1.2. Remove an Unattended Vehicle Obstructing Traffic.

- a. Enters vehicle information (e.g., plate number, VIN) into the computer system, if unable to locate owner.
- b. Directs traffic around vehicle until the vehicle is moved.
- c. Removes vehicle obstructing traffic by determining why the vehicle will not move and providing the appropriate type of assistance (e.g., use physical force to push the vehicle off the roadway, contacts a tow truck).

V.C.1.3. Determine Proper Method for Directing Traffic.

- a. Determines the need to direct pedestrian traffic by considering the degree of congestion, amount of pedestrian and vehicular traffic, etc.
- b. Determines if assistance is necessary to direct traffic by considering the:
 - (1) seriousness of the incident;
 - (2) length of time a temporary traffic pattern will be required; or
 - (3) area to be detoured.
- c. Determines alternate routes for traffic by considering:
 - (1) obstacles in roadway;
 - (2) type of shoulders on roadway;
 - (3) location of side streets;
 - (4) volume of traffic.
- d. Stands in a safe and highly visible location to direct traffic.
- e. Observes traffic from all directions to ensure his/her own safety and the safety of drivers and that traffic flow is uniform.
- f. Communicates with other officers to ensure safe traffic flow.
- g. Determines the need for flares or cones by considering:
 - (1) if a safety problem exists;
 - (2) time of day;
 - (3) visibility; and
 - (4) how long the problem will last.
- h. Determines the number of flares/cones necessary to set up the proper flare/cone pattern.

V.C.1.4. Direct Traffic Safely.

- a. Uses flares properly:
 - (1) avoids burns or igniting fires;
 - (2) replaces flares before they burn out; and
 - (3) disposes of half-burned flares carefully.
- b. Uses flashlight following proper techniques:
 - (1) avoids shining light into driver's eyes;
 - (2) ensures that light is visible;
 - (3) indicates direction of traffic flow with the light.
- c. Uses easily understood hand signals to direct traffic.
- d. Directs pedestrian traffic by indicating:
 - (1) when it is safe to walk (e.g., all vehicular traffic has been stopped);
and
 - (2) where to walk (e.g., the safest route considering vehicular traffic).

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: C. Traffic Control and Enforcement

Module Title: 2. TRAFFIC WARNINGS, CITATIONS, AND ARRESTS

Hours: 2

Notes to Instructor:

Module Objectives:

V.C.2.1. Explain State Traffic Vehicle Laws and Procedures at a Traffic Stop to a Traffic Offender.

- a. Explains why the vehicle was stopped;
- b. Identifies the law in question;
- c. Summarizes the information concerning the law in understandable terms; and
- d. Explains what the operator should do.

V.C.2.2. Issue Verbal Warnings to Traffic Violators.

- a. Evaluates the seriousness of the traffic violation to determine if verbal warning is appropriate.
- b. Warns driver about a violation:
 - (1) advises driver that he/she is being warned in lieu of a summons;
 - (2) explains the violation and possible consequences.
- c. Records pertinent information concerning the traffic violation (e.g., records information on daily activity log).

V.C.2.3. Complete a Uniform Law Citation (UD-8).

- a. Collects information necessary to complete the traffic citation from documents (e.g., operator's license, vehicle code, registration).
- b. Completes the uniform law citation by recording all pertinent information.

V.C.2.4. Issue a Citation and Collect Bond (if Necessary) For a Traffic Violation.

- a. Issues proper copy of citation to violator.
- b. Explains legal procedures to traffic violator:
 - (1) describes options for handling citation (e.g., appear in court, mail fine, correct equipment violations);
 - (2) describes distinctions between civil violations and misdemeanors.
- c. Accepts bond from out-of-state driver, if cited.
- d. Records circumstances regarding traffic citation for purposes of court presentation, which include:
 - (1) recording bond receipt;
 - (2) identifying location, weather conditions, witnesses, etc.

V.C.2.5. Make a Custodial Traffic Arrest When Appropriate.

- a. Determines if it is appropriate to make custodial arrest for one of the following offenses:
 - (1) OWI;
 - (2) fleeing and eluding;
 - (3) negligent homicide;
 - (4) no operator's license (never applied, suspended, revoked,
 - (5) reckless driving; or
 - (6) other traffic felonies (MCL 257.617a and 257.619
- b. Takes suspect into custody. (See Mechanics of Arrest IV.B.1.2.)

Basic Training Module Specifications

<u>Functional Area:</u>	V. Traffic
<u>Subject Area:</u>	D. Operating While Intoxicated
<u>Module Title:</u>	1. STANDARD FIELD SOBRIETY TESTING
<u>Hours:</u>	24

Notes to Instructor:

The National Highway Traffic Safety Administration (NHTSA), in collaboration with the International Association of Chiefs of Police (IACP), developed a national 24-hour training program entitled *DWI Detection and Standard Field Sobriety Testing* (SFST). In June 2003, the International Association of Directors of Law Enforcement Standards and Training (IADLEST) adopted the NHTSA/IACP SFST program as its national standard. Their research led to the development of valid and reliable field sobriety testing procedures that are used across the nation. The SFST battery includes Horizontal Gaze Nystagmus, Walk and Turn, and One Leg Stand. The test battery supports the officer's general observation of the driver's impairment.

This module must be taught by an instructor who is certified to teach the federal standard field sobriety testing course.

Module Objectives:

- V.D.1.1. Demonstrate the Ability to Administer the IACP/NHSTA Standard Field Sobriety Testing Battery in the Approved Sequence and Appropriately Document and Interpret the Results.
- a. Completes all classroom portions of an approved SFST curriculum, including practice sessions, which include:
 - (1) an introduction and overview;
 - (2) detection and general deterrence;
 - (3) the legal environment (Michigan offenses, implied consent, etc.);
 - (4) detection, note taking, and court testimony;
 - (5) vehicle in motion (observational cues);
 - (6) personal contact;
 - (7) pre-arrest screening, including the decision to arrest;
 - (8) concepts and principles of SFST;
 - (9) test battery demonstrations;
 - (10) the administration of the three tests;
 - (11) suspect processing and preparation for trial; and
 - (12) report writing and preparation for court.

V.D.1.1. Demonstrate the Ability to Administer the IACP/NHSTA Standard Field Sobriety Testing Battery in the Approved Sequence and Appropriately Document and Interpret the Results. (continued)

- b. Satisfactorily completes the written examination with a score of not less than 80%, within two attempts, as administered by an SFST instructor.
- c. Demonstrates the ability to administer SFST in a practical exercise.

Module History:

Revised	10/03
Changed	1/10*

*SFST replaced OWI

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 1. INTRODUCTION TO TRAFFIC CRASH INVESTIGATION

Hours: 2

Notes to Instructor: None

Module Objectives:

V.E.1.1. Identify the Elements of a Motor Vehicle Crash.

- a. Determines that it is an unintentional event.
- b. Determines that there is damage and/or injury.
- c. Determines that the event is attributable to a motor vehicle in transport or its load.
- d. Determines that the crash occurred on a trafficway.
- e. Determines that the event is not an aircraft or watercraft crash.

V.E.1.2 Determine Whether Drivers Have Fulfilled Their Responsibilities as Mandated by Law.

- a. Identifies the sections of the Michigan Vehicle Code which mandate driver responsibilities in connection with a vehicle crash.
- b. Applies the law to the traffic crash situation and determines whether the drivers have fulfilled their responsibilities related to:
 - (1) Stopping;
 - (2) Identifying themselves and their vehicle; and
 - (3) Rendering aid.

V.E.1.3. Determine Whether an Officer Has Authority to Take Enforcement Action for a Traffic Crash.

- a. Conducts a personal investigation of the traffic crash.
- b. Establishes reasonable cause that a misdemeanor or civil infraction violation has been committed.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 2. PRELIMINARY INVESTIGATION AT THE
TRAFFIC CRASH SCENE

Hours: 1

Notes to Instructor:

Module Objectives:

V.E.2.1. Take Precautions to Prevent Additional Crashes at Traffic Crash Scene.

- a. Evaluates the scene to determine the best location to position the patrol vehicle.
- b. Positions patrol vehicle to:
 - (1) provide protection for people and/or vehicles involved in situation; and
 - (2) facilitate the flow of uninvolved traffic.
- c. Protects the scene by directing traffic away from it and/or setting out flares.

V.E.2.2. Set Priorities For Action at a Traffic Crash Scene.

- a. Evaluates the scene of a traffic crash to determine the severity of the crash by considering such factors as:
 - (1) number of vehicles involved,
 - (2) extent of injuries,
 - (3) whether or not the situation is hazardous, and
 - (4) whether or not utilities have been damaged.
- b. Determines the proper sequence of action based on the severity and type of crash (e.g., care for injured first and then re-establish flow of traffic).

V.E.2.2. Set Priorities For Action at a Traffic Crash Scene.
(continued)

- c. Determines whether it is necessary to conduct an investigation based on:
 - (1) Motor Vehicle Code reporting requirements; and
 - (2) department policy.

V.E.2.3. Request Assistance at a Traffic Crash Scene.

- a. Determines whether there is a need for assistance at a motor vehicle crash scene by considering:
 - (1) extent of injuries;
 - (2) need for assistance to extricate injured from vehicle;
 - (3) amount of vehicle damage; and
 - (4) utility damage.
- b. Notifies the dispatcher to request assistance from the proper non-police agency or resource:
 - (1) emergency medical personnel;
 - (2) utilities;
 - (3) public service department;
 - (4) wrecking service.

V.E.2.4. Direct Activities at the Scene of a Traffic Crash Investigation.

- a. Identifies personnel resources available to assist at the crash scene.
- b. Determines priorities for action at the crash scene.
- c. Directs persons who are assisting (e.g., other police officers, civilians, fire personnel, tow truck personnel, utility personnel) to perform specific activities.
- d. Coordinates the performance of others assisting at the crash scene to determine if they are performing assigned responsibilities and if additional assistance is required.

V.E.2.5. Secure the Traffic Crash Scene to Protect Evidence.

- a. Secures the area in which traffic crash evidence is located (e.g., ropes off area, positions additional officers to guard evidence).
- b. Protects traffic crash physical evidence for collection.
 - (1) determines what priority should be given to protecting a particular item of traffic crash evidence (e.g., skid marks may withstand some traffic, but broken glass absolutely cannot be disturbed).
- c. Protects traffic crash evidence from contamination (e.g., places cover over items to protect them from weather, prevents unnecessary handling of evidence).

V.E.2.6. Determine Whether to Photograph the Traffic Crash Scene.

- a. Determines if the crash scene warrants photography based on factors such as:
 - (1) seriousness of property damage or personal injury, and
 - (2) department policy.

Module History

Revised 1/05

Basic Training Module Specifications

<u>Functional Area:</u>	V. Traffic
<u>Subject Area:</u>	E. Motor Vehicle Crash Investigation
<u>Module Title:</u>	3. UNIFORM TRAFFIC CRASH REPORT (UD-10)
<u>Hours:</u>	4

Notes to Instructor:

Use the State Police UD-10 Official Traffic Crash Report Instruction Manual for the proper procedures for completing the mark sense form.

For definitions of terms and classifications, use Appendix D in the State Police UD-10 Official Traffic Crash Report Instruction Manual, and the Manual on Classification of Motor Vehicle Traffic Crashes, available from the National Safety Council, 444 N. Michigan Avenue, Chicago, Illinois, 60611.

Module Objectives:

- V.E.3.1. Complete the State of Michigan Traffic Crash Report Form (UD-10).
- a. Obtains appropriate information for the UD-10 from:
 - (1) documents (driver's license, vehicle registration, bills of lading, shipping papers, maps, UD-10 instructions), and
 - (2) other sources (e.g., statements from individuals, observations of weather and road conditions, physical evidence present).
 - b. Records the information from the crash investigation in the bubbled and shaded areas on the UD-10 form and in other areas as appropriate and required locally, following state prescribed procedures.

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 4. LOCATING AND IDENTIFYING TRAFFIC
CRASH VICTIMS AND WITNESSES

Hours: 1

Notes to Instructor:

Module Objectives:

V.E.4.1. Identify Persons Involved in a Traffic Crash.

- a. Identifies the driver and passengers of a crash vehicle by:
 - (1) asking the persons at a traffic crash scene,
 - (2) interviewing the persons at a traffic crash scene, separately, if information is not volunteered, and/or
 - (3) interviewing the registered owner of the crashed vehicle, when necessary.
- b. Searches the scene of the traffic crash for persons who may have witnessed the crash.

V.E.4.2. Identify the Owner of a Vehicle Involved in a Traffic Crash.

- a. Interviews the person who claims to be the registered owner to determine the current ownership (e.g., car may have recently been sold and computer records not been updated).
- b. Checks the appropriate documents to establish the vehicle ownership, if available (e.g., checks registration, title).
- c. Requests vehicle registration information from Secretary of State using the VIN or license plate number.

V.E.4.3. Locate Witnesses to a Traffic Crash.

- a. Asks drivers and bystanders if they can identify witnesses to the traffic crash.
- b. Solicits possible witnesses by asking bystanders if they know what happened and not referring to them as witnesses.
- c. Records license plate numbers or other identifying information that can be used to trace possible witnesses to traffic crashes.
- d. Canvasses the neighborhood to determine the identity of possible witnesses to a traffic crash.
- e. Requests the media to assist with locating witnesses to a traffic crash.

V.E.4.4. Interview Persons Involved in a Traffic Crash.

- a. Separates the persons involved in traffic crash.
- b. Advises the person of his/her constitutional rights, if necessary.
- c. Arranges for an appropriate place to interview persons involved in traffic crash (e.g., interview in patrol car, if possible, rather than on shoulder of road).
- d. Interviews the persons involved in a traffic crash to obtain relevant information (e.g., person's location in vehicle, person's account of incident, what person was doing at time of the crash, what person's relationship is to driver, etc.).
- e. Obtains a written statement from persons involved in traffic crash by recording their statements or requesting them to write out statements.
- f. Arranges for persons involved in traffic crashes to repeat statements in each other's presence, when necessary.

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 5. TRAFFIC CRASH EVIDENCE COLLECTION:
FIELD SKETCHING AND MEASURING

Hours: 4

Notes to Instructor:

Module Objectives:

V.E.5.1. Draw Field Sketch at Scene of a Traffic Crash.

- a. Sketches traffic crash scene, noting:
 - (1) resting position of vehicles and bodies;
 - (2) reference points and objects;
 - (3) evidence;
 - (4) traffic control devices;
 - (5) objects that obstruct view;
 - (6) points for measurements;
 - (7) table of measurements; and
 - (8) location of north and "not to scale" (NTS).
- b. Identifies field sketch for evidentiary purposes, noting:
 - (1) time and date of:
 - (a) crash, and
 - (b) sketch,
 - (2) jurisdiction;
 - (3) location, if not a junction;
 - (4) department reference number;
 - (5) weather considerations; and
 - (6) name of preparer and measurer.
- c. Retains field sketch as evidence.

V.E.5.2. Take Measurements at a Traffic Crash Scene for Field Sketch.

- a. Locates a permanent landmark as a point of reference for measurements.
- b. Takes measurements of traffic crash scene with assistance of other officer(s):
 - (1) Uses coordinate or triangulation method;
 - (2) Includes:
 - (a) length of skid marks;
 - (b) point of impact;
 - (c) resting place of vehicles; and
 - (d) road width.
- c. Records measurements concerning traffic crash on legend of sketch.

V.E.5.3. Diagram a Traffic Crash Scene.

- a. Records measurement information from the crash scene on field sketch.
- b. Draws finished diagram of the crash scene, using a legend to identify objects and items.
- c. Handles diagram as evidence.

Module History:

Revised 04/07

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 6. TRAFFIC CRASH EVIDENCE COLLECTION:
ROADWAY SURFACE

Hours: 4

Notes to Instructor:

Module Objectives:

V.E.6.1. Search the Traffic Crash Scene For Physical Evidence.

- a. Determines what evidence may be present at a vehicle crash scene and its possible location (e.g., car with broken headlight would indicate that glass is at scene, direction of travel of vehicle might indicate location of evidence).
- b. Obtains additional assistance to search scene, when necessary.
- c. Searches for physical evidence at the crash scene by starting at the point of impact and working out in the appropriate direction.

V.E.6.2. Collect and Document Physical Evidence From a Traffic Crash Scene.

- a. Identifies items at a traffic crash scene which have potential evidentiary value.
- b. Collects evidence properly:
 - (1) photographs it;
 - (2) locates it on field sketch;
 - (3) uses proper container;
 - (4) keeps evidence from two vehicles separated.
- c. Documents chain of custody of evidence by recording appropriate information about evidence which includes:
 - (1) description,
 - (2) dates,
 - (3) times,
 - (4) location, and
 - (5) name of recovering officer.
- d. Takes evidence to proper location for safekeeping and preservation (e.g., property room).

V.E.6.3. Identify Point(s) of Impact at a Traffic Crash Scene.

- a. Locates physical evidence at the traffic crash scene (e.g., gouge marks, liquids, glass, dirt from undercarriage).
- b. Interviews drivers and witnesses at traffic crash scene.
- c. Evaluates the information available to make a determination of the point of impact (e.g., evaluates physical evidence and information from drivers' and/or witness' statements).

V.E.6.4. Measure Skid Marks.

- a. Identifies the type of skid as:
 - (1) straight,
 - (2) curved,
 - (3) skip,
 - (4) gapped,
 - (5) overlapping.
- b. Determines proper method to measure the skid based on type and extent of the skid:
 - (1) locates beginning and end for measurement;
 - (2) measures each skid mark independently;
 - (3) locates spots along a curved skid mark for measurement.
- c. Requests appropriate assistance to help measure the skid marks, if necessary.
- d. Measures the skid marks using the appropriate equipment (e.g., tape, wheel).
- e. Records the length of the skid marks on a field sketch or notes by:
 - (1) locating and labeling the beginning and end of each skid mark independently (straight); or
 - (2) locating and labeling spots at intervals along a curved skid mark.

Module History

Revised	1/05
Revised	4/07

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 7. TRAFFIC CRASH EVIDENCE COLLECTION:
THE VEHICLE

Hours: 1.5

Notes to Instructor:

Module Objectives:

V.E.7.1. Inspect Vehicles For Fresh Damage.

- a. Determines whether it is necessary to impound the vehicle and/or obtain a search warrant before inspecting vehicle for damage (e.g. hit and run).
- b. Arranges for assistance in looking for fresh damage to the vehicle if necessary (e.g., have vehicle checked on hoist at garage, etc.).
- c. Inspects the vehicle to determine the type (contact, induced, and multiple contact), location, and extent of damage.
- d. Determines if conditions or circumstances other than the crash may have affected the area damaged on the vehicle (e.g, weather, time lapses, possible tampering with damaged area, etc.).
- e. Determines if damage to the vehicle is fresh.

V.E.7.2. Test the Operating Condition of a Traffic Crash Vehicle's Equipment.

- a. Interviews drivers and witnesses about the possibility of equipment failure on the crash vehicle.
- b. Inspects the crash vehicle equipment for suspected failure (e.g., inspects brakes, tires, tie rods, etc.).
- c. Arranges for protection of the crash vehicle suspected of equipment failure when the equipment cannot be tested at scene.
- d. Arranges for experts to test the crash vehicle equipment that cannot be tested at the scene (e.g., light filaments, brake components, steering, etc.).
- e. Records the findings about the condition of crash vehicle equipment on notes and/or appropriate report forms.

V.E.7.3. Demonstrate an Understanding of the Relationship Between Types of Crashes and the Injury/Trauma Occurring to Unrestrained Occupants.

- a. Identifies the three collisions that take place in many crashes:
 - (1) vehicle collision with another object (e.g., vehicle, guardrail, etc.);
 - (2) human collision with the vehicle and other occupants; and
 - (3) internal collision (internal organs with the skeletal structure).
- b. Identifies types of vehicle crashes:
 - (1) frontal impact,
 - (2) rear impact,
 - (3) lateral impact,
 - (4) rotational impact,
 - (5) side to side rollover,
 - (6) vault/flip,
 - (7) children in crashes.
- c. Describes how each type of vehicle crash is related to human occupant injuries.

Basic Training Module Specifications

Functional Area: V. Traffic

Subject Area: E. Motor Vehicle Crash Investigation

Module Title: 8. TRAFFIC CRASH FOLLOW-UP AND COMPLETION

Hours: 1.5

Notes to Instructor:

Module Objectives:

V.E.8.1. Follow up the Extent of Personal Injuries Resulting From a Traffic Crash.

- a. Determines whether it is necessary to follow-up on injuries resulting from a traffic crash (e.g., when there is serious injury or possibility of a fatality).
- b. Consults with medical personnel by phone or personally to determine the extent of injuries resulting from a traffic crash.
- c. Obtains appropriate medical reports to determine the extent of injuries, if necessary (e.g., autopsy report).
- d. Writes a supplemental report of findings from follow-up investigation of traffic crash injuries.

V.E.8.2. Review the Traffic Crash With Crash Investigator(s).

- a. Provides the crash investigator(s) with information on the crash (e.g., UD-10 traffic crash form, supplemental reports, witness statements, photographs, etc.).
- b. Asks the crash investigator for recommendations about handling the case, such as:
 - (1) what further investigation is required,
 - (2) the appropriate offense with which driver should be charged, and
 - (3) how speed should be calculated.

V.E.8.3. Determine the Contributing Factors to a Traffic Crash.

- a. Interviews drivers and/or witnesses about the traffic crash.
- b. Determines the factors that contributed to the motor vehicle crash (e.g., weather, driver's condition, condition of roadway, vehicle condition, obstructions to vision, interference from children/animals).
- c. Decides which factors were primary contributors to the motor vehicle crash based on:
 - (1) observations,
 - (2) physical evidence, and
 - (3) statements of witnesses/drivers.

V.E.8.4. Determine Fault in a Traffic Crash.

- a. Interviews drivers and witnesses about the traffic crash.
- b. Evaluates the physical evidence from the traffic crash scene.
- c. Consults with other officers and experts (e.g., police crash investigators, crash reconstruction experts, lab technicians, medical examiners) concerning the cause of the traffic crash.
- d. Determines what caused the traffic crash (e.g., driver negligence, vehicle defect) by evaluating information obtained from all sources.

V.E.8.5. Issue a Citation(s) in a Traffic Crash.

- a. Determine if a violation of the law has occurred in a traffic crash by:
 - (1) interviewing drivers, passengers, and witnesses;
 - (2) examining the physical evidence; and
 - (3) evaluating all of the available information in light of the requirements of the Michigan Vehicle Code.
- b. Obtains the necessary documents or information to complete the citation at the traffic crash (e.g., driver's license, vehicle registration, etc.).
- c. Records the information about the traffic crash onto the citation form.
- d. Provides the offender with the proper copy of citation (i.e., proper copy depending on whether violation is a civil infraction or a misdemeanor).
- e. Explains to the individual receiving the citation how to handle the citation.
- f. Records citation charge on UD-10.
- g. Requests operator re-examination by the Department of State, if appropriate, by using Form OC-88 (See Objective V.B.2.5.).

Basic Training Module Specifications

<u>Functional Area:</u>	VI. Special Operations
<u>Subject Area:</u>	A. Emergency Preparedness/Disaster Control
<u>Module Title:</u>	1. EMERGENCY PREPAREDNESS
<u>Hours:</u>	6

Notes to Instructor:

Objective VI.A.1.2 must be taught by a certified Hazmat instructor using the Lesson Plan for "First Responder - Awareness Level"; this is a four hour block of instruction. The remaining objectives cover emergencies which are not related to hazardous materials and are to be taught in the remaining two hours.

Module Objectives:

VI.A.1.1. Patrol Locations on Beat Which are Potentially Hazardous to Citizens.

- a. Identifies the location and nature of potential hazards (e.g., unlighted road repair, unfenced construction site, etc.).
- b. Deters activity at site of a potential hazard (e.g., provides warnings and explanations to citizens).
- c. Notifies the proper authorities to eliminate or lessen the potential hazard.
- d. Takes enforcement action if violations occur (e.g., warns, cites).

VI.A.1.2. Respond to a Hazardous Material Incident Safely and Properly.

- a. Demonstrates a working knowledge of the location and types of hazardous materials in his/her patrol area.
- b. Approaches the site of hazardous spill cautiously:
 - (1) avoids becoming a victim of the spill; and
 - (2) acknowledges the risks associated with hazardous materials.
- c. Determines if it is necessary to evacuate the area immediately (Taught in objective VI.A.1.4.).

VI.A.1.2. Respond to a Hazardous Material Incident Safely and Properly. (Continued)

- d. Notifies dispatcher of status.
- e. Collects information in an attempt to identify the hazardous material, by:
 - (1) observing the suspect material;
 - (2) referring to the USDOT Hazardous Materials Guidebook;
 - (3) using the USDOT placarding and labeling system;
 - (4) interviewing the vehicle operator, conductor of a train or person responsible at a site, as appropriate;
 - (5) inspecting the bill of lading, Product Identification Number (PIN) and/or Material Data Safety Sheet (MSDS), if available; and
 - (6) requesting assistance from CHEMTREC ((800) 424-9300), when appropriate.
- f. Takes only those actions which are:
 - (1) appropriate to a hazardous materials incident; and
 - (2) within the limits of his/her training.
- g. Determines what action is necessary to cope with spills by considering:
 - (1) the type of hazardous material;
 - (2) the size of the incident; and
 - (3) the location.
- h. Notifies the appropriate response agencies (fire department, State Police Emergency Management Division, DNR, etc.) quickly, in order to contain the incident;
- I. Assumes proper role under the Incident Command System (ICS), if implemented.

VI.A.1.3. Coordinate Actions with Public Service Personnel Arriving To Assist in an Emergency (non-hazardous material) Situation.

- a. Requests the services and/or assistance of other public service agencies (fire, medical, etc.)
- b. Advises public service personnel about circumstances of situation including specific location, what actions the police have taken (e.g., in situations such as fires, medical emergencies, gas leaks, wires down).
- c. Assists public service personnel by initiating appropriate activity related to situation (e.g., traffic and/or crowd control).
- f. Requests outside expertise (Fire Department, State Police Fire Marshal Division, EPA, DNR, etc.).
- g. Controls vehicle/pedestrian traffic (e.g., directs traffic around spill, controls crowd).

VI.A.1.4. Evacuate Persons From a Dangerous Area.

- a. Determines the necessity to evacuate an area by:
 - (1) conferring with informed personnel (e.g., EPA, DNR, U.S. Weather Bureau); and
 - (2) considering the severity of the problem.
- b. Informs the dispatcher or supervisory personnel about nature of the problem and the need for additional personnel and equipment.
- c. Plans evacuation considering:
 - (1) size of building;
 - (2) size of area;
 - (3) type of problem;
 - (4) weather conditions; and
 - (5) number of citizens in area.
- d. Informs citizens of the need for an emergency evacuation and routes for leaving the area using:
 - (1) media;
 - (2) public address system; or
 - (3) personal means of communication (e.g., door -to-door).
- e. Controls movement and direction of citizens using barricades, traffic control devices, and/or the assistance of authorized personnel.

VI.A.1.5. Secure Accident and Disaster Scenes.

- a. Determines need for securing the scene by considering the type of problem and number of personnel available.
- b. Determines method of securing the scene based on:
 - (1) type of equipment and personnel needed;
 - (2) weather conditions; and
 - (3) severity of situation.
- c. Informs the dispatcher and/or supervisory personnel about nature of problem and need for additional equipment and personnel (e.g., Fire Rescue, EMS, EPA, DNR, U.S. Weather Bureau, etc.).
- d. Secures scene using appropriate method:
 - (1) barricading or roping off area;
 - (2) cordoning area by positioning officers properly; and
 - (3) allowing only authorized personnel access to scene.

Basic Training Module Specifications

Functional Area: VI. Special Operations
Subject Area: A. Emergency Preparedness/Disaster Control
Module Title: 2. EXPLOSIVE DEVICES
Hours: 2

Notes to Instructor:

This material is designed to be taught by an instructor with expertise in explosive devices. It is also designed to be taught at the awareness level for recruit training.

MCOLES recommends that the instructor display examples of explosive devices in class or use a color slide presentation that depicts a variety of devices and materials. Instructors are urged to review the training materials made available through federal agencies, such as the Department of Homeland Security, Office of Domestic Preparedness, and the Department of Justice.

The material in this module should be taught within the context of homeland security and terrorism awareness.

Module Objectives start on the next page:

VI.A.2.1. Demonstrate an Understanding of the Common Characteristics of Explosive Devices.

- a. Defines an explosive device as an instrument specifically designed to cause an instantaneous, rapid, violent release of energy from a confined region, when subjected to heat, impact, friction, or other initial impulse.
- b. Identifies the two common types of explosive devices as:
 - (1) conventional; and
 - (2) improvised.
- c. Defines an explosion as a chemical reaction or change of state usually associated with a rapid expansion of gases and the liberation of heat, which includes the following basic requirements:
 - (1) fuel or load;
 - (2) oxygen; and
 - (3) an initiation.
- d. Defines an incendiary device as an instrument designed to burn rather than to explode.
- e. Recognizes that there are a wide variety of explosive devices, many of which can be disguised as common objects, and that it is important to leave untouched any suspicious looking object.

VI.A.2.2. Identify Explosive Devices.

- a. Recognizes conventional low explosive devices, such as:
 - (1) gun powder;
 - (2) black powder;
 - (3) pyrodex; and
 - (4) pyrotechnic powder.
- b. Recognizes conventional high explosive devices, such as:
 - (1) nitroglycerine;
 - (2) TNT;
 - (3) dynamite;
 - (4) slurries/water gel;
 - (5) ammonium nitrate (ANFO); and
 - (6) C-4.
- c. Recognizes common military ordnance, such as:
 - (1) grenades;
 - (2) artillery shells and projectiles;
 - (3) mortar shells;
 - (4) mines; and
 - (5) rockets.
- d. Defines an improvised explosive device (IED) as any homemade instrument consisting of a triggering mechanism and volatile material designed to cause property damage or personal injury and which can take a variety of forms from basic to complex.
- e. Recognizes the common components of an improvised explosive device (IED), which include:
 - (1) a power supply or power source;
 - (2) an initiator or detonator;
 - (3) a switch, which can be:
 - (a) a relay circuit;
 - (b) magnetic;
 - (c) photoelectric; or
 - (d) radio-controlled; and
 - (4) an explosive material, such as:
 - (a) acid;
 - (b) black powder;
 - (c) Urea; or
 - (d) ANFO.

VI.A.2.3. Demonstrate an Understanding of the Response Protocols to a Bomb Threat.

- a. Receives bomb threat by phone:
 - (1) notes time the call was received;
 - (2) asks appropriate questions (when, where, what, why, etc.);
 - (3) notes characteristics of caller's voice and background noises;
 - (4) identifies general v. specific threat; and
 - (5) attempts to keep caller on the line.
- b. Evaluates how local agency policies and procedures and departmental standard operating procedures affect the officer's response to a bomb threat.
- c. Responds to scene of a bomb threat rapidly but safely, and:
 - (1) maintains radio silence within ¼ mile from scene;
 - (2) establishes land-line communication with dispatch;
 - (3) gathers relevant information from building occupants; and
 - (4) recognizes that cell phones and pagers can emit electrostatic signals.
- d. Searches for suspicious or suspected devices by:
 - (1) explaining search procedures to building management;
 - (2) searching with building occupants or those in authority;
 - (3) searching systematically; and
 - (4) looking for unclaimed or out of place items.
- e. Considers the following when a suspicious device is located:
 - (1) establishing a perimeter;
 - (2) maintaining radio silence within 300 ft.;
 - (3) noting and recording useful information regarding the device;
 - (4) determining possible evacuation procedures, considering time, distance and shielding;
 - (5) notifying the bomb squad;
 - (6) continuing the search in other areas, if practicable; and
 - (7) recognizing the possibility of secondary devices.

Notes to Instructor:

Show examples of various IEDs to the class so the students have an idea of what to look for when working patrol, including pipe bombs, car bombs, fertilizer-based bombs, etc.

VI.A.2.4. Respond to a Bombing Incident.

- a. As the first responder, initiates the incident command system, as trained.
- b. Considers the following when responding to a post-blast incident:
 - (1) officer safety;
 - (2) safety of others;
 - (3) perimeter control;
 - (4) possible secondary devices;
 - (5) evidence protection; and
 - (6) treating the blast scene as a crime scene.
- c. Shares relevant information with appropriate agencies, including:
 - (1) federal agencies (FBI, ATF, etc.);
 - (2) MSP Intelligence Unit;
 - (3) Law Enforcement Online (LEO); and
 - (4) Terrorist Threat Information Center (TTIC).

Module History

Revised 1/05

Basic Training Module Specifications

Functional Area: VI. Special Operations

Subject Area: B. Civil Disorders

Module Title: 1. CIVIL DISORDER PROCEDURES

Hours: 4

Notes to Instructor:

Module Objectives start on next page:

Module Objectives:

VI.B.1.1. Respond to Labor/Management Disputes.

- a. Demonstrates a working knowledge of labor/management law related to strikes and picketing:
 - (1) identifies those activities which interfere with lawful strike activity (MCL 423):
 - (a) threats or use of force;
 - (b) employment of strikebreakers;
 - (c) unlawful lockout;
 - (2) identifies those activities which interfere with the operation of a business establishment (MCL 423):
 - (a) threats or mass picketing;
 - (b) unlawful strike;
 - (c) blocking ingress or egress to the business.
- b. Evaluates size and nature of the strike/picket scene:
 - (1) mood of the participants;
 - (2) any apparent confrontation;
 - (3) need for additional personnel and equipment;
 - (4) need for a supervisor and/or a more formal police response.
- c. Notifies dispatcher of status.
- d. Meets with labor and management representatives:
 - (1) informs representatives of the requirements of the law;
 - (2) explains what the police expectations are for compliance.
- e. Takes enforcement action if required:
 - (1) intervenes to allow lawful ingress/egress;
 - (2) separates combatants in a violent or potentially violent confrontation;
 - (3) arrests detained persons after consultation with or on direction of a supervisor.

VI.B.1.2. Control Non-Violent Crowds.

- a. Estimates size and nature of the crowd to assess whether or not the crowd is non-violent by observing:
 - (1) the number of people,
 - (2) the mood of the people, and
 - (3) the nature of the event.
- b. Plans for crowd control based on type of crowd, considering:
 - (1) the needs for personnel;
 - (2) the need to establish and follow a chain of command or establish a command post;
 - (3) the need to establish a perimeter of control;
 - (4) the strategic positioning of officers; and
 - (5) the type of communication system to be used.
- c. Maintains high visibility in crowd by using uniforms and marked equipment and positioning officers around perimeter of the crowd.
- d. Advises individual causing a disturbance in crowd to stop behaving in a manner that disturbs others.
- e. Arrests violator or agitator in non-violent crowd in a swift and discreet manner.
- f. Controls emotions (e.g., does not over react to agitation, taunts, and minor violations of the law).

VI.B.1.3. Patrol Areas Containing Marchers or Demonstrators.

- a. Receives crowd control assignment and responsibility from designated authority (e.g., supervisor, command post, etc.).
- b. Obtains necessary equipment (e.g., portable radio, riot baton, riot gun, gas mask, riot helmet, etc.).
- c. Notifies supervisor or command post of activities of demonstrators or marchers.
- d. Patrols assigned area observing for violations of demonstration permits and criminal laws.

VI.B.1.4. Control Hostile Groups.

- a. Locates and observes crowd agitators.
 - (1) locates crowd agitators by observing the crowd's reactions to specific persons in crowd.
 - (2) observes identified crowd agitators for violations of the law.
- b. Controls hostile groups (e.g., demonstrators, rioters, or bar patrols).
 - (1) determines whether police action is necessary by considering whether there has been or is likely to be:
 - (a) property damage,
 - (b) personal injury,
 - (c) other violations of the law, given:
 - (i) the size of the group,
 - (ii) whether group members have weapons, and
 - (iii) the group's intent.
 - (2) disperses hostile crowd if they fail to comply with lawful police order to disperse according to police plan of action (e.g., uses tear gas, a riot formation, and/or makes arrests).
 - (a) uses tactics that work toward neutralizing group cohesiveness.
 - (b) uses tactics that reduce the likelihood of potentially high property losses (provides for escape routes, directing the group toward low risk areas).
 - (3) escalates use of force properly (e.g., show of force, control formations, chemical munitions, and firearms in ascending order, if necessary).

VI.B.1.5 Patrol Riot-Stricken or Civil Disturbance Areas.

- a. Receives riot control assignment from designated authority.
- b. Obtains necessary riot equipment (e.g., portable radio, riot baton, riot gun, gas mask, riot helmet, etc.).
- c. Notifies command post of activities within assigned patrol area.
- d. Patrols assigned area by:
 - (1) observing for curfew violations, looting, and other unlawful acts, and
 - (2) observing small groups to keep informed of their movements and actions.
- e. Provides assistance and advice to victims in riot-stricken area (e.g., renders first aid, assists firefighters rescuing injured, provides security for utility company, provides information on safe exit).
- f. Advises business owners in civil disturbance area to close and secure their establishments.
- g. Takes enforcement action only in conformance with stated policy.
- h. Refers the media to a supervisor when:
 - (1) an "official" statement is requested.
 - (2) it is necessary to advise citizens to stay out of the civil disturbance area.

VI.B.1.6. Confront Groups of Agitated People in Riot Formation.

- a. Receives riot formation assignment and responsibilities from designated authority (e.g., command post).
- b. Obtains necessary riot equipment (e.g., portable radio, riot baton, riot gun, gas mask, riot helmet, etc.).
- c. Controls emotions (e.g., avoids anticipating commands).
- d. Maintains formation security during riot control operation.
- e. Performs assigned duties according to predetermined plan of action.
- f. Uses riot control weapons lawfully and in accordance with accepted police practice and manufacturer's recommendations.

Basic Training Module Specifications

Functional Area: VI. Special Operations

Subject Area: B. Civil Disorders

Module Title: 2. TECHNIQUES FOR CONTROL OF CIVIL DISORDERS

Hours: 4

Notes to Instructor:

Use field exercise with riot batons, gas masks, gas and formations.

Assign trainees to positions, rotating position assignments between exercises:

- Platoon Leader
- Squad Leader
- Assistant Squad Leaders
- Gas/Special Weapons
- Command Group

Provide a variety of situations including:

- Nonviolent
- Mass Arrest
- Separate conflicting groups
- High Violence

Module Objectives:

VI.B.2.1. Perform Duties While Wearing Heavy Equipment.

- a. Recognizes limitations of equipment (e.g., type of shell that vest will stop, time limit on air tanks, how the particular equipment functions in certain weather conditions).
- b. Selects the appropriate equipment according to own physical stature and ability.
- c. Puts equipment on and adjusts it properly (e.g., adjusts it to be able to use it properly without undue fatigue).
- d. Performs duties while wearing heavy equipment (e.g., scuba tank, flak vest, bomb suit, helmet, body armor, ammunition canisters, heavy weapons, etc.).

VI.B.2.2. Physically Restrain Crowds.

- a. Evaluates the nature of crowd by considering:
 - (1) size of crowd,
 - (2) level of hostility,
 - (3) age of crowd members, and
 - (4) purpose of the assembly.
- b. Determines amount and type of physical force necessary (e.g., use of riot batons, hand-to-hand combat, etc.).
- c. Requests and waits for additional assistance through dispatcher, when necessary.
- d. Obtains necessary equipment to restrain crowd (e.g., riot helmet, baton, etc.).
- e. Controls crowd members by applying the minimum force necessary.

VI.B.2.3. Control Non-Violent Crowds.

- a. Estimates size and nature of the crowd to assess whether or not the crowd is non-violent by observing:
 - (1) the number of people,
 - (2) the mood of the people, and
 - (3) the nature of the event.
- b. Plans for crowd control based on type of crowd, considering:
 - (1) the needs for personnel;
 - (2) the need to establish and follow a chain of command or establish a command post;
 - (3) the need to establish a perimeter of control;
 - (4) the strategic positioning of officers; and
 - (5) the type of communication system to be used.
- c. Maintains high visibility in crowd by using uniforms and marked equipment and positioning officers around perimeter of the crowd.
- d. Advises individual causing a disturbance in crowd to stop behaving in a manner that disturbs others.
- e. Arrests violator in non-violent crowd in a swift and discreet manner.
- f. Controls emotions (e.g., does not over react to agitation, taunts, and minor violations of the law).

VI.B.2.4. Control Hostile Groups.

- a. Locates and observes crowd agitators.
 - (1) Locates crowd agitators by observing the crowd's reactions to specific persons in crowd.
 - (2) Observes identified crowd agitators for violations of the law.
- b. Controls hostile groups (e.g., demonstrators, rioters, or bar patrols).
 - (1) Determines whether police action is necessary by considering there has been or is likely to be:
 - (a) Property damage;
 - (b) Personal injury;
 - (c) Other violations of the law, given:
 - (i) The size of the group;
 - (ii) Whether group members have weapons, and
 - (iii) The group's intent.
 - (2) Disperses hostile crowd if they fail to comply with lawful police order to disperse according to police plan of action (e.g., uses tear gas, a riot formation, and/or makes arrests).
 - (a) Uses tactics that work toward neutralizing group cohesiveness;
 - (b) Uses tactics that reduce the likelihood of potentially high property losses (provides for escape routes, directing the group toward low risk areas).

VI.B.2.5. Confront Groups of Agitated People in Riot Formation.

- a. Receives riot formation assignment and responsibilities from designated authority (e.g., command post).
- b. Obtains necessary riot
- c. Controls emotions (e.g., avoids anticipating commands).
- d. Maintains formation security during riot control operation.
- e. Performs assigned duties according to predetermined plan of action.
- f. Uses riot control weapons lawfully and in accordance with accepted police practice and manufacturer's recommendations.

Basic Training Module Specifications

Functional Area: VI. Special Operations
Subject Area: C. Tactical Operations
Module Title: 1. TACTICAL OPERATIONS
Hours: 7

Module Objectives:

VI.C.1.1. Recruit Confidential Informants.

- a. Determines if an individual would be a reliable informant:
 - (1) considering past experiences with individual, and
 - (2) corroborating information with a second source.
- b. Determines if an informant is capable of supplying desired information by:
 - (1) interviewing the individual,
 - (2) considering the individual's known associates.
- c. Offers incentive for individual to become informant (e.g., money, reduced charges).
- d. Talks to potential informant to establish rapport and decide on means of future contact (e.g., using code names or an identification number, calling a pay phone number).

Notes to Instructor:

Instruction should address only the intelligence gathering that is relevant to patrol officer responsibilities.

VI.C.1.2. Conduct Surveillance of Individuals or Locations.

- a. Reviews details of plan to ensure:
 - (1) the location for the surveillance,
 - (2) type of surveillance, and
 - (3) proper clothing to be worn.
- b. Communicates by radio with other members of the surveillance team.
- c. Observes and records activities of individuals or locations, while maintaining proper profile (e.g., stays hidden, blends in with surroundings).
- d. Writes report of surveillance activities.

VI.C.1.3. Execute Raids.

- a. Participates in briefing to become familiar with information pertinent to the raid (e.g., layout of the target area, number of suspects, type of crime, escape routes, number of weapons that may be at the scene).
- b. Familiarizes self with raid plan in accordance with the following principles:
 - (1) establishes perimeter control of target to prevent escape of suspects;
 - (2) maintains element of surprise to maximize effectiveness;
 - (3) serves notice on suspect that it is a police raid and a warrant is being served;
 - (4) establishes immediate control of subjects and target on execution of warrant; and
 - (5) maintains communication with perimeter control and dispatch.
- c. Prepares to participate in raid by:
 - (1) introducing himself/herself to other participants;
 - (2) checking equipment to ensure it is functional; and
 - (3) verifying assignment.
- d. Performs assigned responsibility during the raid.

VI.C.1.4. Respond to a Barricaded Gunman/Hostage Situation.

- a. Assesses the situation while approaching the scene by determining the nature of the incident:
 - (1) threat to immediate safety of responding officers;
 - (2) number of people involved, number and types of weapons, proximity of bystanders, etc; and
 - (3) injuries and need for medical assistance.
- b. Verifies that a barricaded gunman or hostage situation exists.
- c. Notifies dispatcher of status and need for a command officer and medical assistance and assumes control of the situation.
- d. Establishes perimeter control by:
 - (1) clearing area of citizens and non essential personnel;
 - (2) coordinating activities with other officers; and
 - (3) turning over control to a command officer.
- e. Responds to situation in a coordinated fashion:
 - (1) takes orders from field command officer;
 - (2) coordinates activities with other officers including:
 - (a) the proper use of radios;
 - (b) relinquishing control to an emergency response team;
 - (3) negotiates with suspect should be done by a professional negotiator, if available; and
 - (4) if any contact is made with the suspect, it should be as non-threatening as possible.

VI.C.1.5 Understand the Basic Dynamics and Issues Involved in a Rapid Response to an Ongoing Act of Violence.

- a. Define a rapid response (e.g., the swift, immediate, and tactical deployment of on-scene law enforcement resources to an on-going act of violence).
- b. Describe the history of these type of incidents.
- c. Identify the typical suspect profile and mindset.
- d. Recognize psychological issues and appropriate officer mindset.
- e. Distinguish rapid response concept from traditional response.
- f. Apply the “objectively reasonable” standard to the application of force in these situations.

VI.C.1.6. Demonstrate a Basic Understanding of the Tactics and Techniques involved in a Rapid Response to an Ongoing Act of Violence

- a. Assess the situation:
 - (1) determine if incident is an ongoing act of violence;
 - (2) consider the number of potential victims;
 - (3) consider response times of assisting officers;
 - (4) consider the size, type and accessibility of location;
 - (5) choose appropriate weapon(s);
 - (6) initiate a rapid response; and
 - (7) continually reassess the situation.
- b. Move in a tactical manner:
 - (1) describe small team tactics;
 - (2) identify common formations;
 - (3) explain “area of responsibility” concept; and
 - (4) describe appropriate team communication.
- c. Perform as Contact Team member:
 - (1) initiate rapid response (decide to go in);
 - (2) continue rapid, yet tactical, movement toward suspect(s), commotion, or noise;
 - (3) refrain from rescue operations until threat has been neutralized;
 - (4) locate the suspect(s); and
 - (5) initiate appropriate action to control/neutralize the suspect(s).
- d. Perform as Rescue Team member:
 - (1) facilitate a tactical evacuation of the location/area;
 - (2) carry/drag injured victims to a safe(r) location; and
 - (3) render first aid when appropriate.

Notes to Instructor:

Based on the multiple variables involved in this type of incident and response (e.g., various tactics and resources, availability and response time of back-up, type/size of location, number of suspects and possible victims, circumstances upon arrival, training and experience of first officers on scene, etc.) this training is focused at the basic awareness level. The intent of this training objective is to give the recruits a basic understanding of the dynamics involved in this type of incident, and some basic tactics for a swift response.

Module History

Revised 01/10

Basic Training Module Specifications

Functional Area: VI. Special Operations
Subject Area: D. Environmental Crimes
Module Title: 1. ENVIRONMENTAL CRIMES
Hours: 2

Notes to Instructor:

Module Objectives:

VI.D.1.1. Describe the Benefits of Understanding Michigan's Environmental Laws.

- a. Describes the personal benefits as:
 - (1) enhancing officer safety by:
 - a) alerting the officer to environmental hazards that could cause serious injury or death, and
 - b) providing proper procedures and resources for a safe response;
 - (2) contributing to a cleaner and safer environment (e.g., drinking water, cleaner air, safe recreation areas, etc.) for the
 - a) officer,
 - b) officer's family,
 - c) officer's friends, and
 - d) community;
 - (3) reducing the economic burden, caused by illegally disposed pollution, placed on the:
 - a) individual taxpayer (including the officer),
 - b) law enforcement agency, and
 - c) community;
 - (4) giving the officer another tool that:
 - a) may assist in identifying additional illegal activity (e.g., an officer investigating the dumping of a hazardous material at a residence may discover a "chop shop" operation taking place); and
 - b) enhances the officer's image in the community by promoting a safer environment for all.

VI.D.1.1 Describe the Benefits of Understanding Michigan's Environmental Laws.
(continued)

- b. Describes the organizational benefits as:
 - (1) strengthening the department through greater community support;
 - (2) creating more partnerships within the community;
 - (3) identifying additional resources;
 - (4) reducing the potential of costly response and cleanup activities;
 - (5) giving officer the tools to enforce the existing environmental laws;
 - (6) creating awareness of laws that may assist the agency with other investigations; and
 - (7) improving teamwork between local, county, state, and federal agencies.
- c. Identifies that illegally disposed pollution harms the environment, community, and human health through:
 - (1) surface water contamination,
 - (2) ground water contamination,
 - (3) air pollution via burning or evaporation,
 - (4) fires and explosions,
 - (5) poisoning via food chain, or
 - (6) poisoning via direct human contact.

VI.D.1.2 Identify an Environmental Crime.

- a. Describes an environmental crime as the intentional, knowing, reckless, or criminally negligent violation of the environmental laws and regulations.
- b. Describes the generators of pollution as:
 - (1) major generators which include large manufacturing companies that make
 - a) cars,
 - b) furniture,
 - c) clothes, or
 - d) chemical industries that produce acids, cyanide, heavy metals, ignitables, reactives and solvents;
 - (2) smaller generators in the community such as:
 - a) automotive repair (including body shops),
 - b) gas stations,
 - c) dry cleaners,
 - d) photo shops,
 - e) funeral homes,
 - f) agricultural pesticide applicators, or
 - g) hospitals;
 - (3) illegally:
 - a) polluting surface or ground water,
 - b) disposing of hazardous waste,
 - c) burning or dumping household garbage;
 - d) disposing of medical waste, or
 - e) dumping of solid waste (e.g., scrap tires).
- c. Describes the motives for violating the environmental statutes as:
 - (1) the desire (i.e., greed) to save money by disposing of the waste illegally to avoid the high cost of legitimate disposal;
 - (2) the desire (i.e., greed) to make money by collecting fees for proper disposal and then illegally disposing of the waste to increase profits, or
 - (3) byproduct of a traditional crime (e.g., stolen tractor trailer loaded with drums of hazardous waste, “chop shop” dumping solid waste on property, etc.);
 - (4) civil enforcement is not a deterrent (i.e., companies often consider such fines as “the cost of doing business” and passes it on to the consumer – criminal prosecution can result in incarceration a more effective deterrent).

VI.D.1.2. Identify an Environmental Crime. (continued)

- d. Recognizes potential violations by:
 - (1) making personal observations of activity in and around known generators of hazardous waste;
 - (2) following up on citizen reported information on suspicious activity;
 - (3) using the following guidelines to assist in identifying environmental criminal activity:
 - a) **sight** – does the pollution look particularly nasty or foul? (e.g., strongly colored discharge from a pipe going into stream or lake, foam and/or visible solids in the discharge or that leaves a visible oil sheen on the water, dead fish or animals in the area, dead grass or vegetation, or dark black smoke rising from the burning of debris);
 - b) **odor** – does the pollution present a strong odor that is unpleasant? (if the odor burns your eyes, mouth, nose or skin, immediately leave the area, secure, contact appropriate response personnel);
 - c) **unusual** – does the type or source of pollution seem unusual? (e.g., something that is different from how similar things appear to work or from how they worked previously); and
 - d) **secretive** – is there something secretive or suspicious about the potential pollution-causing activity? (e.g., a bulldozer working at night in a marsh or wetland, a truck pouring wastewater into a sewer on the side of the road, or someone dumping garbage at a site where it probably should not go (e.g., abandon or vacant city lot, alley, ditches woods, someone-else's dumpster, etc.)).

VI.D.1.3. Use the Michigan Penal Code (MCLA/MSA) to Identify Environmental Statutes.

- a. Uses the table of contents and index to locate specific offenses.
- b. Identifies the elements of an offense.
- c. Compares the elements of an offense against the facts of the situation to determine if any of the following crimes have been committed:
 - (1) water resources pollution (MCL 324.3109, 324.3112, 324.3115);
 - (2) wetland pollution/destruction ((MCL 324.30316);
 - (3) hazardous waste violations (MCL 324.11147, 324.11151);
 - (4) improper storage/disposal of industrial waste (MCL 324.12116);
 - (5) improper disposal of scrap tires (MCL 324.16909); or
 - (6) illegal disposal of batteries (MCL 324.17107);
 - (7) air pollution (MCL 324.5531).
- d. Identifies that a violator who knowingly (or should have known), releases a hazardous substance which causes personal injury or property damage (or knew or should have known of the potential harm) may be charged with a felony (MCL 324.20139).
- e. Identifies that the violator is responsible for response costs and natural resources damages (MCL 324.20107(c)(2)).

VI.D.1.4. Make an Appropriate and Safe Response When Observing a Violation of the Environmental Statutes.

- a. Maximizes officer and/or public safety by:
 - (1) approaching the scene with **caution** utilizing standard safety procedures covered in objectives VI.A.2.1., VI.A.2.2., and VI.A.2.3 (First Responder Awareness Training for Hazardous Materials);
 - a) attempts to identify the type (**from a position of advantage, i.e., from a distance, up-wind, up-hill, up-stream**) and source of pollution (utilizes the North American Emergency Response Guidebook) by:
 - i. noting information marked on containers, manifests, etc.,
 - ii. does not assume what is marked on the container is what is inside (persons involved in illegal handling transport often “cocktail” or mix waste materials);
 - iii. noting danger signs (e.g., leaking, bulging, emitting vapor, etc.), and
 - iv. not disturbing containers;
 - b) secures area and remains a safe distance from the scene when unsure of proper action to take;
 - (2) properly securing the area by:
 - a) keeping bystanders, news media, or other unauthorized personnel away from the scene;
 - b) identifying persons exposed to the pollution;
 - c) preserving the scene for evidence collection, and
 - d) not leaving the scene without being checked for possible contamination;
 - (3) evacuating the area if necessary; and
 - (4) **contacting the appropriate response team(s)** (generally through dispatch):
 - a. Department of Environmental Quality (DEQ)
 - b. Department of State Police,
 - c. Fire Department,
 - d. Hazardous Materials Response Team,
 - e. Private Contractors.

VI.D.1.5. Describe the Best Tools in Investigating an Environmental Crime are Standard Investigative Techniques.

- a. Uses a multi-agency response to investigate an environmental crime by contacting the appropriate agency(ies).
- b. Applies standard law enforcement investigative techniques such as:
 - (1) securing the crime scene;
 - (2) looking for physical evidence (e.g., mail w/addresses, lot numbers on drums, names on boxes on debris pile, and all types of traditional evidence found at any crime scene);
 - (3) interviewing witnesses/suspects;
 - (4) interviewing area residents/business owners;
 - (5) taking photographs;
 - (6) seizing paperwork; and
 - (7) satisfying as many elements of the offense as possible.
- c. Takes appropriate enforcement action by:
 - (1) recognizing that there are three types of enforcement of environmental laws:
 - a) administrative action,
 - b) civil complaint, and
 - c) criminal complaint;
 - (2) recognizing that civil administrative enforcement is not always sufficient to ensure compliance because:
 - a) the violation may be extremely serious (e.g., extremely toxic chemicals illegally disposed of can cause terminal illness and genetically transmitted disease);
 - b) it is more profitable to dispose of hazardous waste illegally and the violation may seriously undermine the regulatory program (these programs rely on companies to submit self-monitoring data and comply with reporting requirements); and
 - (3) recognizing the potential for “under charging” the violator for a serious violation (e.g., littering vs. solid waste charges).

Basic Training Module Specifications

<u>Functional Area:</u>	VI. Special Operations
<u>Subject Area:</u>	E. Terrorism Awareness
<u>Module Title:</u>	1. TERRORISM AWARENESS
<u>Hours:</u>	3.

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in domestic and international terrorism. Completion of the Department of Justice SLATT training, or a substantially similar course, is recommended.

The material in this module is to be taught at the awareness level for basic recruit training. In-depth terrorism prevention training is available at the in-service level in Michigan.

The response to terrorist incidents is not addressed in this module. Instead, response procedures are covered in the module entitled *Incident Command* (VI.E.3.). However, those teaching terrorism awareness are encouraged to highlight the importance of the incident command protocols.

Instructors are also encouraged to use problem-based learning techniques and paper-based scenarios to deliver the Terrorism Awareness training. To assist instructors, a terrorism awareness facilitator guide is available through MCOLES.

MCOLES recommends the video entitled “Seven Signs of Terrorism.”

Module Objectives start on the next page:

VI.E.1.1. Demonstrate an Understanding of the Characteristics of Modern Terrorism.

- a. Recognizes that contemporary terrorism is a phenomenon that is easier to describe than to define; that it includes random violence by a group or individual against innocent people, intended to further a political or religious agenda.
- b. Describes terrorism by examining:
 - (1) State of Michigan definitions (MCL 750.543a), including
 - (a) act of terrorism;
 - (b) terrorist; and
 - (c) terrorist organization (MCL 750.543c);
 - (2) Federal definitions, including
 - (a) terrorism (18 U.S.C. 2331);
 - (b) FBI definition; and
 - (c) Department of Justice (DOJ) definition.
- c. Identifies the general classifications of terrorist organizations, including:
 - (1) extremist political groups, both
 - (a) extreme left-wing; and
 - (b) extreme right-wing;
 - (2) race-based hate groups;
 - (3) religious fanatics; and
 - (4) special interest groups.
- d. Identifies primary terrorist goals, including activities designed to:
 - (1) scare, intimidate, or frighten a nation or society;
 - (2) disrupt the normal, routine activities of a population;
 - (3) coerce, intimidate or humiliate a government;
 - (4) challenge a majority opinion; or
 - (5) promote their own desire for power and influence.
- e. Recognizes that terrorists use a variety of operational tactics to further their cause, including:
 - (1) assassinations;
 - (2) bombings;
 - (3) cyber-strikes;
 - (4) hijacking;
 - (5) sabotage;
 - (6) suicide attacks; or
 - (7) chemical-biological-radiological attacks.

VI.E.1.2. Identify Domestic and International Terrorist Groups.

- a. Considers that not all terrorist groups aspire to the same goals and that they may not be driven by the same primary motives.
- b. Recognizes domestic terrorist groups as:
 - (1) right wing anti-government groups, including:
 - (a) the “Patriot” movement (tax protesters, militia members, etc.);
 - (b) Posse Comitatus;
 - (c) common law courts; and
 - (d) sovereign citizen groups;
 - (2) left-wing groups, including:
 - (a) Puerto Rican groups (FALN); and
 - (b) anarchist groups;
 - (3) religious oriented groups, including:
 - (a) Christian Identity;
 - (b) Church of Jesus Christ Christian (Aryan Nations); and
 - (c) World Church of the Creator;
 - (4) special interest groups, including:
 - (a) Animal Liberation Front (ALF);
 - (b) Earth Liberation Front (ELF);
 - (c) Animal Rights Militia (ARM); and
 - (d) anti-abortion groups;
 - (5) race/hate groups, including:
 - (a) white supremacists (e.g., KKK);
 - (b) black separatists;
 - (c) neo-Nazi groups;
 - (d) racist skinheads; and
 - (6) local domestic extremists (Michigan groups).
- c. Recognizes the most active international terrorist groups, including
 - (1) al Qaeda (The Base), characterized as:
 - (a) a violent, Muslim revivalist movement;
 - (b) wanting to bring global prominence back to Muslims;
 - (c) articulated by Osama bin Laden in Afghanistan in the 1990s; and
 - (d) targeting the United States and its citizens as the primary enemy;
 - (2) Hezbollah (Party of God), characterized as:
 - (a) seeking to rid the Middle East of Western influence;
 - (b) targeting United States interests abroad;
 - (c) being extremely hostile toward Israel;
 - (d) being responsible for the bombing of the US Marine headquarters in Beirut; and
 - (e) linked to the Iranian government;

VI.E.1.2. Identify Domestic and International Terrorist Groups.
(continued)

- (3) Hamas (Islamic Resistance Movement), characterized as:
 - (a) a Palestinian branch of Muslim Brotherhood;
 - (b) a rival to the Palestine Liberation Organization (PLO); and
 - (c) conducting recruiting and fundraising activities in the United States; and
- (4) Palestinian Islamic Jihad (PIJ), characterized by:
 - (a) suicide bombings; and
 - (b) fundraising activities in Michigan, Texas, Florida, and Missouri.

Notes to Instructor:

It is important to emphasize to the class that the international groups listed here are all extremist groups and do not represent mainstream Muslim philosophy.

Instructors need not provide in-depth information regarding various terrorist groups. Instead, a general familiarization with the groups should be provided to the class. More detailed training can be acquired at the in-service level.

VI.E.1.3. Recognize Local Terrorist Targets.

- a. Describes how terrorist organizations select their targets, including the target's potential for:
 - (1) symbolism (e.g., national monuments, government buildings, abortion clinics, financial institutions, etc.);
 - (2) attractiveness (e.g., nuclear power plants, dams, bridges, financial institutions, etc);
 - (3) success;
 - (4) shock value to citizens or governments;
 - (5) avoiding capture; or
 - (6) generating high media attention.
- b. Describes potential infrastructure targets, such as:
 - (1) telecommunication systems;
 - (2) electrical power plants and grids;
 - (3) emergency services;
 - (4) agri-businesses;
 - (5) water treatment plants;
 - (6) transportation systems; and
 - (7) gas and oil production and storage.
- c. Describes potential “high-body-count” targets, such as:
 - (1) sports arenas and other areas that generate large gatherings;
 - (2) meeting areas for government officials;
 - (3) parades; and
 - (4) large office buildings.
- d. Identifies potential military targets, such as:
 - (1) ships, aircraft, tanks;
 - (2) military installations; and
 - (3) supply areas for weapons or explosives.
- e. Using a table-top exercise, compiles a short list of potential terrorist targets in his or her local jurisdiction.

VI.E.1.4. Initiate Practical Measures for Preventing Terrorist Attacks.

- a. Understands that the law enforcement role in the fight against terrorism includes the responsibility to uphold the rule of law, maintain constitutional protections, and to defend life and property.
- b. Recognizes the law enforcement role as:
 - (1) preventing terrorist incidents;
 - (2) cooperating with other agencies and sharing resources;
 - (3) gathering information;
 - (4) sharing information; and
 - (5) responding effectively to terrorist incidents.
- c. Considers that various terrorist prevention activities can be conducted at the local level, by:
 - (1) recognizing that terrorism prevention is the responsibility of all law enforcement, particularly at the local level;
 - (2) recognizing that terrorists plan and organize their activities well in advance of an attack and that such planning may alert law enforcement to a possible incident;
 - (3) identifying potential targets in local communities, by considering:
 - (a) public infrastructure (bridges, power plants, water supplies, etc.);
 - (b) suspicious activity, such as abandoned vans or trucks;
 - (c) local schools;
 - (d) government buildings;
 - (e) sports arenas, stadiums;
 - (f) corporations; or
 - (g) symbolic targets (e.g., abortion clinics, monuments, etc.);
 - (4) target-hardening potential attack sites through:
 - (a) vulnerability assessments and threat analyses;
 - (b) structural security upgrades and improvements (locks, lighting, security systems, etc.);
 - (c) targeted patrol activities;
 - (d) effective community education;
 - (e) architectural pre-planning upgrades designed to enhance security (access control, natural surveillance, structural barriers, etc.); and
 - (f) updates to emergency operations plans.
- d. Improves the ability to predict or prevent terrorist attacks by:
 - (1) being aware of the Homeland Security Alert levels;
 - (2) recognizing significant terrorist dates or anniversaries;
 - (3) considering specific or general threats issued by a group; and
 - (4) checking state, regional and national intelligence sources.

VI.E.1.5. Demonstrate an Understanding of Terrorist Pre-Incident Indicators

- a. Considers pre-attack indicators by recognizing that:
 - (1) pre-incident indicators may surface months or even years prior to the execution of a terrorist attack;
 - (2) many terrorist cells are funded through traditional criminal activity;
 - (3) routine criminal investigations conducted by local law enforcement, including traffic stops, may uncover terrorist planning activities;
 - (4) in preparing to attack a potential target, terrorist groups or individual terrorists, in general, may:
 - (a) gather information and intelligence regarding specific targets;
 - (b) acquire funds and resources;
 - (c) make detailed inquiries about potential targets;
 - (d) acquire materials, supplies, or chemicals; or
 - (e) stockpile weapons.
 - (5) in planning a specific attack, terrorists may:
 - (a) conduct reconnaissance;
 - (b) conduct surveillance of the potential target;
 - (c) create maps or take photographs the potential target;
 - (d) obtain building blueprints;
 - (e) use coded communication;
 - (f) conduct dry-runs; or
 - (g) test specific security measures.
- b. Recognizes that the typical international terrorist group consists of three or four individuals who often develop sophisticated local “cover” to protect them against detection and infiltration and that only one member is fully aware of the levels of command or authority.
- c. Identifies terrorist group-behaviors as:
 - (1) using or possessing false or altered identifications;
 - (2) attempting to blend into the surrounding community;
 - (3) conducting business primarily in cash;
 - (4) living a secular life;
 - (5) being interested in local targets;
 - (6) monitoring law enforcement radios and activities; or
 - (7) possessing radical or subversive literature or training manuals.

VI.E.1.6. Recognize the Importance of Gathering Information Regarding Potential Terrorist Activities.

- a. Recognizes that terrorist indicators may be uncovered during routine criminal investigations or citizen encounters by law enforcement, particularly through skillful observation and interviewing, and knowledge of what are normal patterns and practices in their community or beat.
- b. Evaluates the importance of information discovered during traffic stops, by identifying:
 - (a) multiple or fraudulent identifications and operator licenses;
 - (b) radical literature or training manuals;
 - (c) gang decals (bumper stickers, tattoos, signs, symbols, logos, etc.);
 - (d) altered passports, indications of frequent international travel;
 - (e) sensitive information regarding vulnerable targets (MCL 750.543r); or
 - (f) information from LEIN and how it relates to persons already identified.
- c. Recognizes that local citizens or local community groups can be important sources of information when law enforcement works in cooperation with:
 - (1) utility workers;
 - (2) local merchants and community leaders;
 - (3) delivery personnel;
 - (4) Neighborhood Watch groups;
 - (5) UPS/Fed Ex/Postal workers; and
 - (6) public/private schools and colleges/universities.
- d. Shares and reports relevant information regarding terrorist activities with other official sources, including:
 - (1) FBI Law Enforcement Online (LEO);
 - (2) NCIC Violent Gang and Terrorist Organization File (VGTOF);
 - (3) Joint Regional Information Exchange System (JRIES);
 - (4) Michigan State Police Intelligence Unit; and
 - (5) Terrorist Screening Center (TSC).

VI.E.1.6. Recognize the Importance of Gathering Information Regarding Potential Terrorist Activities. (continued)

- e. Uses terrorist pre-incident indicators to investigate suspicious or unusual conduct related to terrorist activities:
 - (1) briefly detains and temporarily questions individuals (*see Terry v. Ohio*, 392 U.S. 1 (1968)) based on:
 - (a) reasonable suspicion;
 - (b) totality of circumstances; and
 - (c) a particularized and objective belief;
 - (2) conducts a pat-down for weapons, if justified;
 - (3) arrests if there is probable cause that the individual committed an offense;
 - (4) initiates appropriate checks through LEIN;
 - (5) asks relevant questions; and
 - (6) collects and prepares relevant information to share with local and regional sources (MSP Intelligence, e.g.).

VI.E.1.7. Demonstrate a Working Knowledge of the Legal Implications Regarding Terrorist Activities.

Notes to Instructor:

When teaching the legal implications regarding terrorist activities, encourage the students to locate the MCL citations through the Internet or by visiting the library. Facilitate a class discussion on the implications of the first and fourth amendments.

- a. Identifies specific offenses contained in Michigan's Anti-Terrorism Act as:
 - (1) terrorism (MCL 750.543f);
 - (2) hindering prosecution of terrorism (MCL 750.543h);
 - (3) providing material support for terrorism (MCL 750.543k);
 - (4) making a terrorist threat or false report of terrorism (MCL 750.543m);
 - (5) computer terrorism (MCL 750.543p); and
 - (6) possessing sensitive information of a vulnerable target (MCL 750.543r).
- b. Is aware of federal anti-terrorism legislation, such as:
 - (1) terrorist attacks against mass transportation systems (18 U.S.C. 2331);
 - (2) harboring terrorists (18 U.S.C. 2339);
 - (3) providing support for terrorism (18 U.S.C. 2339A); and
 - (4) USA Patriot Act of 2001.
- c. Evaluates the implications of the 1st Amendment to the U.S. Constitution when investigating or preventing terrorist threats, including:
 - (1) freedom of religion;
 - (2) freedom of speech; and
 - (3) freedom to peaceably assemble.
- d. Evaluates the implications of the 4th Amendment to the U.S. Constitution when investigating or preventing terrorist threats, including:
 - (1) unreasonable searches;
 - (2) unreasonable seizures, including *Terry* suspicious stops; and
 - (3) criminal profiling and how it differs from racial or ethnic profiling.

Module History

Implemented 1/05

Basic Training Module Specifications

<u>Functional Area:</u>	VI.	Special Operations
<u>Subject Area:</u>	E.	Terrorism Awareness
<u>Module Title:</u>	2.	WEAPONS OF MASS DESTRUCTION
<u>Hours:</u>	2	

Note to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in weapons of mass destruction (WMD). Completion of a WMD course, or similar course, is recommended.

The material in this module is to be taught at the awareness level for basic recruit training. More extensive WMD training in Michigan is available at the in-service level.

Instructors are encouraged to use problem-based learning techniques and paper-based scenarios to deliver the Weapons of Mass Destruction training.

Ideally, the material in this module should be taught in conjunction with the *Emergency Preparedness* module (VI.A.1). The law enforcement response to bombs and incendiary devices, particularly within the context of terrorism incidents, is contain in the module entitled *Explosive Devices* (VI.A.2.).

Module Objectives start on the next page:

VI.E.2.1. Define Weapons of Mass Destruction (WMD).

- a. Defines a weapon of mass destruction (WMD) as any weapon or device that is intended to cause death or serious bodily injury to a significant number of people through toxic chemicals, disease organisms, or radioactivity (see US Code, Title 5).
- b. Recognizes that most definitions of WMD include a wide variety of weapon systems that are:
 - (1) nuclear;
 - (2) radiological;
 - (3) biological; or
 - (4) chemical.
- c. Observes that attacks with weapons of mass destruction, although unlikely to occur, have the capability to inflict mass casualties and destruction and that their use is intended to create large-scale fear in a population.
- d. Recognizes that weapons of mass destruction include a variety of delivery systems, such as (18 U.S.C 921):
 - (1) a large explosive, incendiary device or poison gas;
 - (2) a weapon that may be converted to expel a projectile; and
 - (3) any combination of parts from which a destructive device can be assembled.
- e. Recognizes that chemical, biological, radiological materials, and explosive shrapnel can enter the body through four methods, called “routes of exposure”:
 - (1) inhalation (breathing);
 - (2) ingestion (mouth);
 - (3) absorption (skin contact); or
 - (4) injection (projectiles).

VI.E.2.2. Identify the Five Types of WMD Materials.

- a. Uses the acronym C-BRNE to categorize the five types of weapons of mass destruction, as:
 - (1) chemical;
 - (2) biological;
 - (3) radiological;
 - (4) nuclear; and
 - (5) explosive.
- b. Defines chemical agents as synthetic substances, that when used as weapons, are intended to produce incapacitation, serious injury, and/or death, and include the following types of agents:
 - (1) nerve;
 - (2) blister;
 - (3) blood;
 - (4) choking; and
 - (5) irritants.
- c. Defines biological agents as terrorist weapons that disperse either disease causing organisms or toxins produced by living organisms, such as:
 - (1) bacteria (e.g., anthrax, plague);
 - (2) viruses (e.g., smallpox); and
 - (3) toxins (e.g., ricin, botulism).
- d. Explains that nuclear devices involve the detonation of a nuclear bomb, or the dispersion of radiological material using a conventional explosive, where the energy released is normally through the breakdown of the nucleus of an atom (radiation or radioactive decay).
- e. Describes an explosive device as the most commonly used WMD encountered by law enforcement, which is characterized by a rapid, violent release of energy from a confined location and which is designed to have maximum destructive potential (see also VI.A.2).

VI.E.2.3. Demonstrate an Understanding of the Characteristics of Chemical Agents as Weapons of Mass Destruction.

- a. Recognizes that the delivery of chemical agents during an attack requires a device for airborne dispersion and that such agents typically settle into low places in the surrounding terrain (sewers, e.g.).
- b. Explains that chemical agents take the form of a solid, liquid, or gas and that their dispersion is affected by:
 - (1) temperature;
 - (2) humidity;
 - (3) precipitation;
 - (4) wind speed; and
 - (5) the nature of terrain and buildings.
- c. Considers that some chemical agents can be identified by military classification codes that provide the patrol officer with a quick reference to their characteristics and hazards.
- d. Explains that chemical agents are considerably less toxic than most biological agents and therefore must be used in relatively large quantities, which increases the chances of detection and that theft or sabotage of these materials during shipment must be considered.
- e. Recognizes that terrorists must protect themselves from death or injury from exposure to chemical agents during their manufacture, shipment, or emplacement at the target location.

VI.E.2.4. Demonstrate an Understanding of the Characteristics of Biological Agents.

- a. Identifies the major characteristics of biological agents as:
 - (1) requiring a dispersion device for airborne delivery;
 - (2) being more toxic than industrial chemicals;
 - (3) being colorless and odorless;
 - (4) being highly lethal;
 - (5) posing an inhalation hazard;
 - (6) having a delayed effect, ranging from several hours to several weeks;
and
 - (7) being invisible to the senses.
- b. Explains that small quantities of biological agents are cheap and relatively easy to manufacture from materials found from nature, hospital labs, and university research facilities, but that the development of effective delivery systems (weapons) is typically very difficult.
- c. Recognizes that biological agents can be spread throughout large areas by air currents and that ventilation systems in buildings or transportation systems may become part of the dissemination system (e.g., sarin incident in Japan).
- d. Considers that the mass casualty potential of biological agents and the public fear they create increases their potential impact as terrorist weapons.

VI.E.2.5. Demonstrate an Understanding of the Characteristics of Nuclear/Radiological Materials as Weapons of Mass Destruction.

- a. Recognizes that the psychological impact of nuclear or radiological attacks is likely to be substantial and that such attacks may cause extensive damage to the infrastructure and produce thousands of casualties.
- b. Considers that radiological materials may be found in many places, such as:
 - (1) research and educational labs;
 - (2) nuclear power plants;
 - (3) medical buildings;
 - (4) overland truck transports;
 - (5) industry; and
 - (6) government facilities.
- c. Explains that most nuclear devices are large, extremely dangerous and very costly to produce and that terrorist groups may seek secret state sponsorship, hijacking, or black market acquisition to obtain such devices.
- d. Identifies the three potential forms of radiological terrorism as
 - (1) spreading radioactive materials using mechanical devices (e.g., fans);
 - (2) detonating conventional explosives containing large amounts of radiological material; and
 - (3) packing radiological material around a conventional explosive device.
- e. Responds to attacks, hijackings, or accidents of DOE truck transports of radiological materials by:
 - (1) approaching the scene safely;
 - (2) recognizing DOE placards;
 - (3) contacting escort personnel; and
 - (4) establishing a safe perimeter.

Notes to Instructor:

MCOLES recommends that the material contained in VI.E.2.6. be taught in conjunction with the training objectives in VI.A.2., if practicable. Information regarding suicide bombers is presented here, but more detailed information regarding explosive devices is addressed in the Explosive Devices modules.

VI.E.2.6. Demonstrate and Understanding of Explosive Devices Within the Context of Terrorism Awareness.

- a. Reviews the training objectives in the module entitled *Explosive Devices* (VI.A.2), including the characteristics of explosive materials, responding to bomb threats and incidents, and understanding the nature of bombing incidents.
- b. Identifies various types of explosive devices, such as:
 - (1) conventional devices;
 - (2) military ordnance;
 - (3) commercial devices; and
 - (4) improvised explosive devices (IED).
- c. Considers that, although there is no valid profile of a suicide bomber, some of the more common behavior include:
 - (1) being alone and/or nervous (one-way airline ticket, e.g.);
 - (2) adjusting tactics to avoid notice by law enforcement;
 - (3) being unconcerned about capture (paying cash for tickets, e.g.);
 - (4) ignoring security measures at the target location;
 - (5) wearing loose, bulky clothing or wearing a disguise;
 - (6) having tightened hands or rigid mid-section (may be carrying devices); and
 - (7) possessing a false identity document or newly issued passport.
- d. Recognizes that suicide bombers typically prepare for attacks through:
 - (1) secrecy;
 - (2) reconnaissance; and
 - (3) rehearsals.
- e. Identifies typical targets of suicide bombers as:
 - (1) crowded restaurants or theaters;
 - (2) municipal transportation systems;
 - (3) government buildings;
 - (4) malls and shopping areas; and
 - (5) financial buildings.

VI.E.2.6. Demonstrate and Understanding of Explosive Devices Within the Context of Terrorism Awareness. (continued)

- f. Responds to a suicide bomber by:
 - (1) maintaining a safe distance and separation;
 - (2) confirming that the suspect is a suicide bomber;
 - (3) not engaging in negotiation;
 - (4) isolating the bomber from the public, if possible;
 - (5) considering the evacuation of the target area; and
 - (6) understanding that suicide bomber situations may involve the use of deadly force by law enforcement, if necessary.

VI.E.2.7. Respond to a Known or Unknown WMD Attack.

- a. As the first responder, considers the Incident Command System, as trained (see training module VI.E.3.).
- b. Assesses the situation at the scene by considering:
 - (1) weather conditions, particularly wind direction;
 - (2) number of apparent victims;
 - (3) rapid evacuation procedures;
 - (4) types of injuries and symptoms;
 - (5) substance or agent identification;
 - (6) isolating the scene; and
 - (7) the use of self-protection equipment.
- c. Handles the scene the same as any other crime scene where, to the greatest extent possible, the following factors must be considered:
 - (1) locating and collecting all relevant evidence;
 - (2) preserving evidence;
 - (3) interviewing witnesses;
 - (4) protecting the scene; and
 - (5) preparing reports.
- d. Alerts the response network, by notifying:
 - (1) 911-dispatch to call-in assistance (e.g., fire services, EMS, etc.);
 - (2) FBI Detroit Field Office (313-965-2323);
 - (3) local/county/state Office of Emergency Management; and
 - (4) local/county/state Health Department.

Module History

Implemented 1/05

Basic Training Module Specifications

<u>Functional Area:</u>	VI. Special Operations
<u>Subject Area:</u>	E. Terrorism Awareness
<u>Module Title:</u>	3. INCIDENT COMMAND SYSTEM
<u>Hours:</u>	3

Notes to Instructor:

MCOLES designed this material to be taught by an instructor with expertise in the Incident Command System. Completion of an incident management course, or similar course, is recommended.

Homeland Security Presidential Directive # 5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents. Information about NIMS can be found at <http://training.fema.gov/EMIWeb/IS/is700.asp>. Instructors should research NIMS and be familiar with its online training programs.

MCOLES intends for this material to be taught at the awareness level for basic recruit training.

The primary purpose of the facilitated discussion (VI.E.3.6.) is to give the students practice in handling real life incidents by solving associated problems. In a facilitated session, question the students about what is, and what should be known, about a situation. Then, identify an appropriate response to the incident and evaluate the outcomes with an emphasis on long-term solutions.

Module Objectives start on the next page:

VI.E.3.1. Demonstrate an Understanding of the Purpose and Structure of the Incident Command (ICS) System.

- a. Describes the Incident Command System (ICS) as part of a much broader method of emergency management where operational tactics are used by a law enforcement agency to coordinate an effective response to a serious event.
- b. Observes that the Incident Command System is the centerpiece of the National Incident Management System (NIMS), which is a nationwide approach to the prevention, response, and recovery from domestic incidents.
- c. Defines the Incident Command System (ICS) as:
 - (1) a coordinated response to a serious incident using a command structure;
 - (2) a formal model used by management to handle emergency situations;
 - (3) a system that provides a means to coordinate the efforts of individual agencies to stabilize an incident; and
 - (4) a means for a first responder to manage a serious incident.
- d. Recognizes that ICS has been proven effective for responding to serious emergency incidents, such as:
 - (1) hazardous materials spills (see module VI.A.1);
 - (2) fires, particularly arsons;
 - (3) hostage situations;
 - (4) bombings (see module VI.A.2.);
 - (5) terrorist attacks;
 - (6) natural disasters;
 - (7) multi-casualty incidents; and
 - (8) traffic crashes.
- e. Identifies the common characteristics of the Incident Command System as:
 - (1) having common names and terminology (e.g., no 10-codes);
 - (2) identifying the specific needs of an incident;
 - (3) using a unified command structure (i.e., all agencies contributing to the management process);
 - (4) developing a common plan;
 - (5) using a modular organization (i.e., can expand or contract to meet the seriousness of a particular incident); and
 - (6) designating facilities (e.g., staging areas, command posts, etc.).

VI.E.3.1. Demonstrate an Understanding of the Purpose and Structure of the Incident Command (ICS) System (continued).

- f. Considers that specific response tactics to incidents may vary from agency to agency, although an agency may use part, or all, of the components of a structured Incident Command System.

Notes to Instructor:

Federal law requires the use of the Incident Command System for all hazmat incidents. See the *Superfund Amendments and Reauthorization Act* of 1986 (SARA).

VI.E.3.2. Demonstrate an Understanding of the Terminology Associated with the Incident Command System.

- a. Identifies the importance of understanding the common terminology in incident management, particularly when a variety of agencies, or agencies other than those first on the scene, are involved in the response.
- b. Recognizes that when a variety of responding agencies gets involved in an incident, all with slightly different understandings of terms, confusion and inefficiency may result.
- c. Defines relevant ICS terminology:
 - (1) unity of command, a concept:
 - (a) by which each person within an organization reports to only one designated person; and
 - (b) where that designated person may not be the responder's day-to-day supervisor;
 - (2) unified command, a concept that:
 - (a) identifies a common set of incident objectives and strategies;
 - (b) plans jointly for operational activities;
 - (c) shares responsibility for overall incident management; and
 - (d) maximizes the use of all assigned resources;
 - (3) consolidated IAP (incident action plan), a formal plan that includes:
 - (a) incident response goals;
 - (b) operational objectives; and
 - (c) support activities;
 - (4) incident command post, a location:
 - (a) from which the Incident Commander, command staff, and general staff oversee an incident;
 - (b) that is isolated from noise and confusion; and
 - (c) that provides sufficient working area;
 - (5) staging area, a location:
 - (a) where resources are kept while waiting an incident assignment; and
 - (b) that provides immediately available resources to meet the changing conditions of the incident;
 - (6) emergency operations center (EOC), a location:
 - (a) where department heads and government officials gather to coordinate their response to an emergency event; and
 - (b) that maintains an interface with on-scene activities.

VI.E.3.3. Demonstrate a Working Knowledge of the Major Functions of the Incident Command System.

- a. Observes that to coordinate the use of all available resources at the scene of an incident, agencies must have a formal structure that creates consistency, efficiency, and direction.
- b. Describes the five major functions of the ICS organization as:
 - (1) command, as directed by the Incident Commander, who:
 - (a) is usually the senior first-responder on the scene;
 - (b) delegates authority, as required;
 - (c) decides to expand or contract the ICS based on life-safety, incident stability, and property protection; and
 - (d) transfers authority to the senior officer, or other supervision, as requested;
 - (2) planning, which includes the:
 - (a) collection of important and relevant information;
 - (b) timely dissemination of information to those who need to know;
 - (c) monitoring of all necessary and available resources; and
 - (d) demobilization;
 - (3) operations, which is responsible for:
 - (a) developing specific response goals and objectives;
 - (b) requesting resources through the Incident Commander;
 - (c) directing all response activities;
 - (d) keeping the Incident Commander informed and updated; and
 - (e) implementing the emergency action guidelines (EAG);
 - (4) logistics, which is responsible for:
 - (a) providing facilities, services, and material, as needed;
 - (b) providing personnel to operate equipment; and
 - (c) planning for long term operations, if necessary;
 - (5) finance/administration, which
 - (a) tracks incident costs;
 - (b) records, documents, and tracks financial operations; and
 - (c) tracks reimbursement costs.
- c. Recognizes that, when responding to small-scale incidents, all of the major ICS functions may be managed by the initial responding officer, who functions as the Incident Commander, but that large-scale incidents may require the activation of all five functions.
- d. Recognizes that large scale-incidents, or expanding small-scale incidents, may potentially require the activation of Michigan's statewide emergency management plan and the EOC (VI.E.3.5.).

VI.E.3.4. Describe the Role of Law Enforcement as Part of the Incident Command Structure.

- a. Recognizes that local law enforcement officers are normally responsible for the initial response to an emergency incident and will be required to:
 - (1) assess incident priorities;
 - (2) perform emergency rescue;
 - (3) stabilize the incident;
 - (4) protect property; and
 - (5) perform initial investigative functions.
- b. Determines that as the Incident Commander, or first responder to the incident, the responding officer is responsible for the overall management of the scene, until properly relieved by a senior officer or other supervisory personnel.
- c. Observes that in handling typical or “routine” emergency calls, such as a personal injury motor vehicle crash, the responding officer activates an incident command process by requesting EMS, tow trucks, and fire personnel.
- d. Manages incident priorities at the scene, by:
 - (1) responding safely and quickly to the emergency;
 - (2) immediately assessing incident priorities;
 - (3) managing injuries or tending to injured individuals;
 - (4) stabilizing and containing the incident;
 - (5) assessing damage and protecting property;
 - (6) coordinating the approach of responding units;
 - (7) establishing facilities (e.g., command post, staging area, etc.); and
 - (8) assuming control until properly relieved.
- e. Explains that the Incident Command System is a layered structure in which the first responding officer must determine when, and if, to expand or contract the level of response depending upon the nature of the incident.
- f. Identifies agencies that may provide assistance in an emergency situation, such as:
 - (1) law enforcement (local agencies, county sheriffs offices, state police);
 - (2) federal agencies (e.g., emergency preparedness office, FBI, ATF, etc.);
 - (3) emergency medical services (EMS);
 - (4) fire services;
 - (5) multi-agency coordinating centers;
 - (6) department of community health;

- VI.E.3.4. Describe the Role of Law Enforcement as Part of the Incident Command Structure (continued).
- (7) public works departments;
 - (8) communications centers; and
 - (9) specialized response teams (e.g., hazmat response teams, SWAT, etc.).
- g. Recognizes that law enforcement officers must be ready to respond to the scene of an emergency incident if requested by the Incident Commander and that deployed responders must:
- (1) prepare properly for deployment to an incident;
 - (2) follow the directions of the supervising officer (may be other than the officer's day-to-day supervisor);
 - (3) know when and where to report; and
 - (4) understand their assigned role in managing in the incident.

VI.E.3.5. Demonstrate an Understanding of the Key Provisions of Michigan's Emergency Management Act.

- a. Defines Michigan's Emergency Management Plan as a formal response plan for major disasters and emergencies in Michigan, declared officially as such, often first coordinated by law enforcement (MCL 30.402).
- b. Recognizes that the Emergency Management Plan consists of a top-down structure, in which:
 - (1) the governor issues proclamations and directives for disasters and can declare states of emergency, when necessary (MCL 30.407);
 - (2) the state director of emergency management coordinates federal, state, and local operations and complies with the Emergency Management Plan (MCL 30.407);
 - (3) the state Emergency Management Division establishes rules and requirements for local and interjurisdictional emergency management programs;
 - (4) each county identifies an emergency management coordinator, who shall coordinate all matters pertaining to emergency management preparedness and response (MCL 30.410); and
 - (5) each county coordinator has the responsibility to (MCL 30.410):
 - (a) develop and prepare a plan for preparedness;
 - (b) declare local states of emergency, when necessary;
 - (c) distribute equipment for disasters;
 - (d) direct local multi-agency response; and
 - (e) provide assistance, as necessary.
- c. Recognizes that the governor may heighten a state of alert for a threat of terrorism or acts of terrorism and may use the resources available under Michigan's Emergency Management Act (MCL 30.421).

VI.E.3.6. Participate in a Classroom Facilitated Discussion of a Simulated Emergency Situation.

- a. Using a table-top scenario, actively participates in a facilitated discussion of a reality-based emergency situation, by:
 - (1) identifying the problem;
 - (2) formulating a proper response;
 - (3) identifying agencies that can assist;
 - (4) determining whether to expand or contract ICS; and
 - (5) evaluating the effectiveness of the response.

Module History

Implemented	1/05
Revised	4/06